THE JOURNAL OF EDUCATION

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Don't Cheat the Teacher	I. O. ASH
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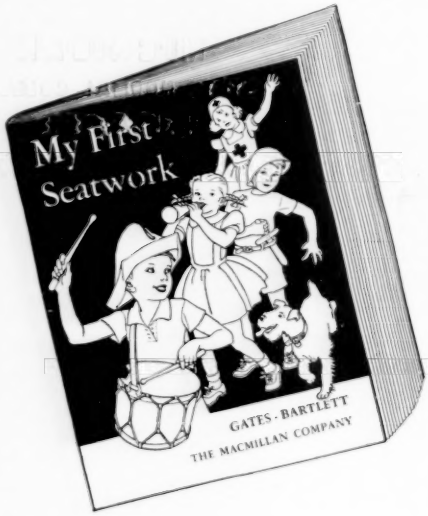

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MESSAGES
TO AMERICAN
SCHOOL TEACHERS
No. 12

The Need for a Basic Understanding

"THE WAR TECHNICALLY IS OVER. Few of our people realize that this cruelest of all wars was merely an interlude in a world revolution," says Alonzo G. Grace, State Commissioner of Education of Connecticut. "The war was a physical expression of an intellectual conflict that has not been settled. We have disposed of Hitler, Mussolini and Tojo, but the elimination of the leader does not guarantee the termination of the ideology, either of the leader or of the movement which he sponsored.

"The totalitarian mind a generation ago began to spread its poisonous philosophy and unprincipled procedures world-wide. By conquering school systems; by operating through centralized ministries of education; by organizing youth nationally for *service to the state;* by crushing free institutions; by organizing a massive military machine, and by creating an atmosphere of false security, dictatorship triumphed.

"The sovereignty of the people and the dignity of the individual became abandoned ideals. The state became the fundamental basis for living. *Dictatorships do not arise from spontaneous revolution, but from single acts which, when fully organized and nurtured, reduce the individual overnight to a state of intellectual, moral and even physical subservience.*

"It is not too early to begin an evaluation and, in many cases, a reorganization of the content of the social studies as now taught in our schools. The need for a basic understanding of our liberty; of our human and natural resources; of our position in world affairs, and of geography and history is evident.

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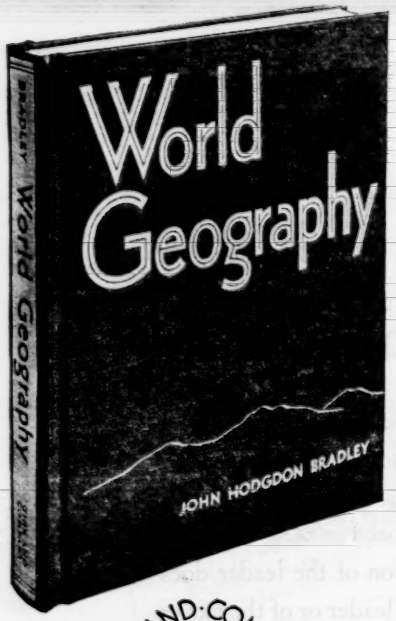

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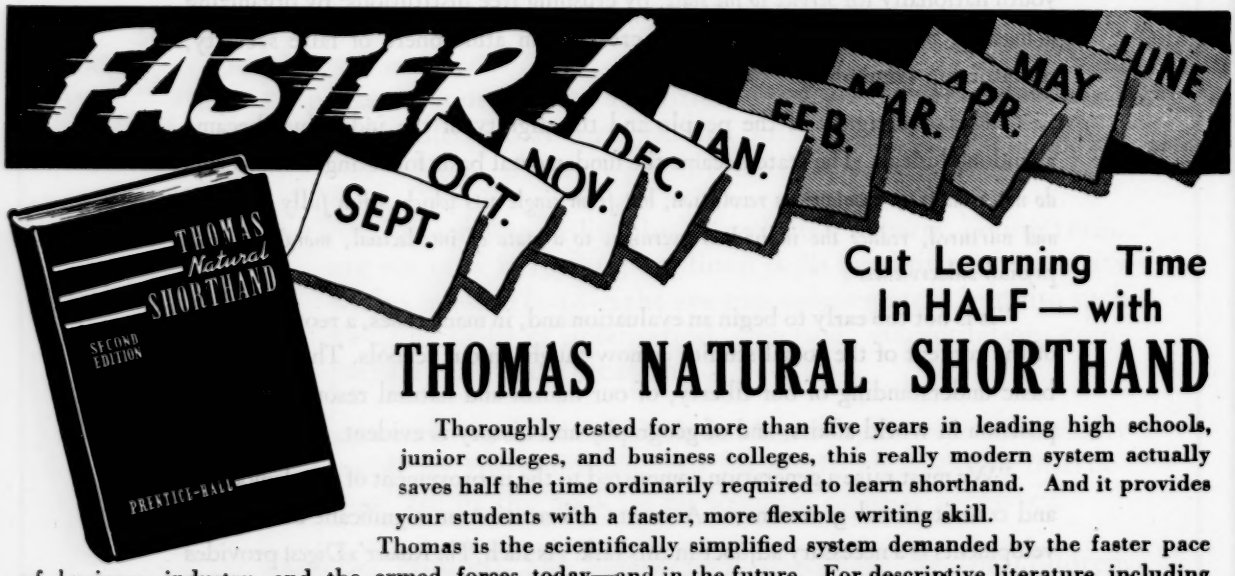

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The Journal of Education

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Contents:

TEXTBOOKS IN REVIEW 6
EDITORIALS 8
SHOULD THE SCHOOLS BACK MILITARY TRAINING?
YES *William C. McGinnis* 10
NO *Wilbur A. Yauch* 12
SPIRITUAL BASIS MUST BE TAUGHT *Hubert N. Hart* 14
THE PESTALOZZI BICENTENNIAL *Mildred S. Fenner* 15
DON'T CHEAT THE TEACHER *I. O. Ash* 17
AN IMPORTANT MAN, THAT JANITOR *Meader G. Pattington* 18
AMERICAN HISTORY TEXTBOOK IS TNT *Lucile La Ganke* 20
SCHOOLS AND INDUSTRY COOPERATE *Arthur W. Ferguson* 22
EDUCATION, RECREATION AND CONSERVATION *Reynold E. Carlson* 24
JUNIOR HIGH PUPILS HAVE IDEAS *C. C. Harvey* 27
IT SEEMS TO ME *Byron C. Kirby* 28
VOCATIONAL GUIDANCE IN THE ENGLISH CLASS *Regina Madden* 30
NEWS DIGEST 31
GRINS BETWEEN GRINDS 34

as we go to press . . .

We find ourselves questioning whether there are two sides to *every* question. We think not. But if you disagree, there we go arguing the proposition. One question that clearly has two sides and a great many angles, is the important one of military training for all our young men. Letting Uncle Sam take a year out of their lives at an age when they might normally be in secondary school or college, is a matter of national policy that must be decided as the general welfare dictates. The issue is not whether military training is good education for the citizen, but whether it is essential to our future security. Drs. McGinnis and Yauch, in presenting opposite sides of the military training question both recognize the non-educational nature of the case. Each speaks his mind freely without editorial restraint.

We cannot always provide a pro and con discussion by prearrangement. But we do offer you, in every edition of the JOURNAL, a good many statements that are open to challenge. All that is set down here is not Holy Writ. We naturally try to have the major part of the magazine safely helpful. But whenever you, as a reader, feel obliged to swallow some viand of ours with a liberal dash of salt, we bid you go to work and analyze the question. If you believe there is another side, don't hesitate to say so. We welcome hearing from the opposition. All we ask is that the question be of sufficient importance to justify a scrap; and that you deliver your blows squarely, not at your opponent, but at what he wrote.

You may, for example, become alarmed and puzzled over some statement made by Mr. Hart in his article, "Spiritual Basis Must Be Taught," on page 14. While probably agreeing that spiritual values are fundamental, you may not concur with the writer in his appraisal of the Hitlerian method of education. If you can explain how to indoctrinate without indoctrination or instill dogma without being dogmatic, here's your opening.

The bright New Year is one for recovery and hope. The year need not fade or tarnish if each of its bright New Days catches us polishing the handle of the "big front door" or however else we describe our job. If you prefer Tennyson to G. and S., it's "Follow the gleam."

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TEXTBOOKS IN REVIEW

Paths to Better Schools

A question that can never be asked too often is: "Where do we go from here?" The committee that produced the 1945 Yearbook of the American Association of School Administrators merely phrased the proposition differently as *Paths to Better Schools*. In a dozen well defined chapters, it treats the whole collection of major problems known to have settled on the doorstep of our educational system which receive attention from many administrators and are left out in the cold by many others. To begin with, the problem of educational inequality gets an unusually clear and convincing chapter, one of whose tables shows that the larger number of children per family in certain states puts a heavier per capita load upon the taxpayers to support adequate schools. Another chapter treats of the further grants from the Federal government —concluding that, despite the danger of bureaucratic control the millions necessary for fairer distribution of educational facilities should be demanded until secured. There is a thought-provoking chapter on physical fitness; another on citizenship, with emphasis on character as a fundamental; still another on instructional methods; and so on. The introduction hints that members may not read the book. No doubt a considerable portion of it is old stuff to them. But a thorough reading would not be without its worth to any educator—member or non-member.

PATHS TO BETTER SCHOOLS. Yearbook of the A.A.S.A. National Education Association, Washington, D. C. $2.

Economics for Our Time

When the study of economics first began percolating into high schools, a generation ago, this was easily the least colorful, most forbidding matter in the whole curriculum. Slowly the trend in teaching and in textbooks has been toward concreteness and the pupil's own probable sphere of experience, with resulting gain in interest. Latest of the texts reflecting the modern trend is *Economics for Our Time*, by Augustus H. Smith, head of social studies in the Springfield (Mass.) High School of Commerce. It is evident that the author, as stated in the preface, has given much attention to those applications of economic principles which the student can mentally grasp and appreciate.

While theory has been subordinated to function, the work is not a mere collection of cases or examples, without principles to support them. Indeed, one is somewhat intrigued by the way the web of theory has been interwoven without seeming intrusive or too difficult. It is economics from the standpoint of the consumer, the plain citizen who engages in various transactions and wants to know what they are all about and whether they are in his interests or not. An important feature is the thirty-five distinct problems posed for the learner to exercise his thoughts upon. These seem well within range and adequately supported by the text itself. To answer them intelligently is to possess a sufficient working knowledge of economics for the average American.

The book is as up to date as its final chapter on reconversion and other postwar aspects of our economic life can make it.

ECONOMICS FOR OUR TIME, Augustus H. Smith. McGraw-Hill Company, New York. $1.88.

Political Parties

How we the people elect our lawmakers and rulers through a system of political parties, is amply described in a pamphlet, Political Parties: An American Way. From it the reader may learn the history of political parties in the United States; the pros and cons of the two-party idea which has become almost a fixed tradition; and the manner in which the citizen can become most effective in his influence upon government. To this latter end he is advised to play an active role in one or another of the great parties. The author stresses the importance of the primary election, and the need for integrity and high moral character in the local party organization or machine. The two-party system is praised as leading to responsible action and preventing the compromises, confusion and frequent deadlocks noted in countries having multiple parties. Minorities are sometimes potent through the "also ran" parties in promoting policies that are later taken over by one or both of the major parties. The pamphlet is worth the time of any adult citizen to read as a sort of refresher course to restore his faith in our political institutions. The author's view may be a trifle on the rosy side, but he does show how the wheels go around and what the individual can do to keep them turning to the general advantage.

POLITICAL PARTIES: AN AMERICAN WAY, by Franklin H. Burdette, Public Affairs Committee, Inc,. New York. $.10

30,000 Words

Professor Thorndike's list of 20,000 words, published in 1931, was an amplification of his first list, ten years earlier. Today we examine a third list of *30,000 Words*, having Irving Lorge as its co-author.

The new and extended list comes from several distinct countings, differing in scope, purpose and certain details which the book itself describes sufficiently to excuse our not attempting to do so here. A total of 18,000,000 words has been read. One large group was in textbooks; another in classics; a third was in books for juveniles; a fourth was in newspapers and magazines for adults or facsimiles thereof. Part One gives an alphabetically arranged list of the 19,440 words most commonly found, with columns and symbols marking the frequency of each word in the entire count and in each subdivision of that count. Only the approximate number of occurrences is given, in this particular table, the authors having become convinced that this is more serviceable than the precise recording of each word's frequency or its order of frequency. Subsequent parts of the book are chiefly made up of tables covering words less often met, and extending the entries to 30,000.

The work can be helpful to teachers in determining the amount of attention a given word should receive in a given grade. It can help also in the avoidance of books obviously too

advanced in their vocabularies for the group. Authors and editors of textbooks will be pretty sure to consult such a work sedulously. Yet it is well for all of us to remember that the test of what a pupil can understand is not so much the individual words as the way they are strung together in sentences and the concreteness of the images the words call forth.

THE TEACHER'S WORD BOOK OF 30,000 WORDS, Thorndike & Lorge. Bureau of Publications, Teachers College. $2.85.

Mathematics We Use

For the junior high school grades the three books of *Mathematics We Use* deserve attention. Seldom are the purposes of each separate volume in a series so specifically set forth as in the forewords of this trio. Two main purposes undergird all three. These are: (1) to produce skilled manipulation of numbers, together with an understanding of procedures; and (2) to accustom the pupil to applying these procedures to socially significant uses. The authors appear to have kept these purposes in mind constantly. The first purpose calls for precise grading, lucid explanation, plentiful exercises, frequent diagnostic tests, study hints, retests, reviews and more reviews. All these have been provided. The second purpose implies an opportunity to learn about many different situations and customs of the time, such as intelligent purchasing, budgeting of income, buying insurance, and a score of equally commonplace matters.

Book Three, being for grade nine (beginning algebra) supplies a modulated course, part algebra and part general mathematics, with more evidence of making the labor seem worthwhile to the pupil than is the case with traditional texts in algebra alone.

MATHEMATICS WE USE, I, II AND III, Brueckner, Grossnickle and Bedford. The John C. Winston Co., Philadelphia, Pa.

Fact and Opinion

Every English-teacher knows, or ought to know, that the literary gems traditionally read in school are not the sort of thing graduates will eagerly run after in the years to follow. Newspapers, magazines and digests will be the first choice of the majority. So why not teach them to select this current literature with discrimination? Why not exercise them in sorting factual information from that having editorial bias? It can all be done directly from the periodicals themselves, of course. But this involves more extensive reading than the busy teacher may have time to do. Hence —a book composed of samplings. *Fact and Opinion* is the title given to the one before us at the moment. The contents are of many types, each picked for the pull it is likely to have upon the interests of young people. There is much good writing, some not so good. In the latter case, the appeal of the subject matter somewhat compensates for the lack of complete lucidity. It will be that way in one's everyday reading after school. As for the opinions expressed in the book, these should keep pupils hopping to their feet in surges of questioning and debate.

FACT AND OPINION, edited by Wood, Husband and Bacon. D. C. Heath and Company, Boston. $2.20.

Juvenile Delinquency And the School

Precisely what the schools of one industrial city have discovered and done in the matter of aggressively maladjusted children, is set forth in vivid scholarly fashion by William C. Kvaraceus in a volume called *Juvenile Delinquency and the Schools*. The scene of the study is Passaic, New Jersey. There a children's bureau was instituted by the school authorities, to focus upon delinquency problems and to correlate the work of the schools with that of existing social agencies.

While the Passaic experimenters make no claim to having run down the reasons for the opposite behavior of children in the same family or environment, the marked attention given to the general problem and individual cases by the children's bureau must be credited with some share in the substantial decrease of delinquency in Passaic while most other cities of the state and nation exhibited an upward trend—the years 1937 to 1941 being the ones involved in this comparison. Church connections made little difference; Jewish children were less often in conflict with the law; the 40 per cent of children in scouting and similar organizations furnished only 8 per cent of the delinquents; the majority of delinquents were slightly below normal intelligence; most of them were out of harmony with the school or some teacher.

Whatever portion of the blame belongs to others in the community, the school is the one agency most able to cope with the situation and cannot properly shirk its responsibility, Dr. Kvaraceus declares, with undeniable truth. The role of teacher is one of alertness to the signs of pupil maladjustment, with actual cases referred to trained specialists within the system. At least the Passaic experience would appear to bear this out.

JUVENILE DELINQUENCY AND THE SCHOOL, William C. Kvaraceus. World Book Company, Yonkers-on-Hudson. $2.00.

Eight Educational Publishers Study Film Angle

NEW YORK,—A group consisting of publishers of textbooks and a publisher of classroom magazines is undertaking a survey of educational motion pictures and other visual aids to education. The purpose of the survey is to evaluate the effectiveness of visual aids now available and to explore more fully the possibilities of correlation between film and textbook.

The publishers financing and supervising the survey are Harcourt, Brace & Company, Harper & Brothers, Henry Holt & Company, Houghton Mifflin Company, The Macmillan Company, Scholastic Magazines, and Scott, Foresman & Company. Informally they have labeled the project The Teaching Films Survey. The work is already in progress under the direction of Carroll Belknap, who has long been engaged in making studies of specific marketing problems for manufacturers and trade associations.

A formal statement issued in the name of the group says: "It is recognized that training and indoctrinating films produced by the Army and Navy, as well as by other government agencies and industrial corporations, have accelerated the use of films and film strips as educative agencies. Believing that this trend will continue, and that its development is definitely related to the accumulated experience and editorial competence of the textbook publishers, the survey group hopes to discover ways and means of participation which may in due course be both professionally gratifying and financially sound."

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Editorials

A Parable of Three Neighbors

A man named Smith had two neighbors, Brown and Jones.

Brown was always doing a good turn for somebody; doing it for sheer love of his fellow men and with no thought of any return whatsoever. No one could return a favor without Brown's redoubling it in some unexpected, generous fashion. Brown was so kind and honorable himself that he suspected no one, trusted everyone, and, on many occasions, his trustfulness brought out the best in those who had dealings with him. But not always.

There was Jones. He never did a kindness to anybody. In fact, he was thoroughly mean and underhanded. He was all out for Jones. His response to Brown's confidence and kindness was to regard him as an easy mark and to get the better of him whenever possible. Jones was a constant threat, a menace to fair dealing and good order.

Now Smith was just a common sort of fellow. He was easy to get along with until some one tried to impose on him; then he would set his teeth and show that two could play that game better than one. Smith believed in looking out for Smith. But there were limits to the methods he would resort to. He could be persuaded to do things for his village on the ground that all, including himself, would benefit. He would lend his lawn mower to any one likely to reciprocate. He hated one-sidedness, believed in a square deal and was always willing to be shown what was to his and everbody's advantage in the long run. He responded to good will in kind. But it was a sad day for any one who sought to injure him, to distrust his motives, or to tresspass on his premises.

Are not all men divisible into three such categories? The altruists, like Brown, are comparatively rare, though each of us knows of some who do exist. Rare also are the downright selfish ones, like Jones. Yet, rare as they are, they must be reckoned with. The intermediate class is probably much the largest of the three--the ones who, like Smith, will meet fair dealing with fair dealing, will often subordinate immediate self-interest to the welfare of the whole community, hence to their own long-range interest. Call it enlightened selfishness, if you will. It is the strongest activating force for good with the greatest number of men—and nations.

Where Inflation Isn't

We have been examining a pamphlet freshly issued by the National Education Association—a pamphlet bristling with statistics pertaining to the national income and the things for which it is paid out. The point that pricks our skin most painfully is the dead level, a sort of take-that-and-be-satisfied allotment, accorded to public schools, almost regardless of what sums are available for other purposes. While the total income of the United States, put in round figures, dropped from 80 billions in 1929 to 40 in 1932, climbed slowly to 65 in 1938, and mounted to 160 in 1944, public education, with its two and a fourth billion in 1929 could only be squeezed 25 per cent at lowest tide and with the high tide of the last full year of war was permitted to expand only 2.5 per cent over what it had been at its 1929 peak. Thus to all intents and purposes public spending on the whole program of elementary and secondary education has been at a standstill for a quarter of a century. In 1929, 2.251 billions; in 1934, 1.72 billions; in 1943, 2.308 billions—that's how it went.

Does some one remark that this is quite a substantial amount after all? Very true. It is almost equal to the sum people pay for their tobacco (2.42 billions in 1942), but less than half the bill for alcoholic blues-chasers.

Meanwhile, education plods along. Society's greatest hope is kept society's drudge.

'There, Little Teacher,' Says OPA

The Office of Price Administration recently issued a bulletin of particular interest to teachers. The bulletin assures them that they were better off financially in 1944-45 than they were the year before, because the cost of living went up only 2.2 per cent in that period, while teachers' salaries rose 5.5 per cent. The OPA thus tacitly invites flowers. And we may as well admit that this much maligned bureau has held the price line far better than anyone held it during the last war. Then and in the two years thereafter, the cost of living more than doubled;

official figures giving 108 per cent. In the period of OPA control so far, the cost of living has advanced 27 per cent, or just one-fourth as much.

Meanwhile, what of teachers' salaries? These have increased 24 per cent. In 1939 they averaged $1441. Five years later, they average $1786.

Averages, as we have said before, are an oversimplification and fail to mirror the wide range of items averaged.

While it may be comforting to teachers to learn that their salaries in relation to the cost of living have not lagged as greatly as income taxes and bond purchases have made apparent, the basic question still remains: Were they as high as they ought to have been at any time? And, if so, when?

Goods Retrievable

Disposing of the huge stocks of surplus war property without hampering economic recovery will be a delicate task. It may take years.

Educational institutions will soon begin to receive lists of government-owned property which they can purchase at forty per cent discount from the prices set for ordinary buyers not entitled to special consideration. Each state has been asked to set up a bureau to handle this one angle of the distribution. Such bureaus will weigh the applications of the various schools, colleges, libraries and other non-profit institutions for permission to purchase surplus articles. The real difficulty may be to persuade the school authorities that the stock pile contains what they want. The usual lists are not very informative or alluring.

Naturally some of the textbook publishers were worried over the possible dumping of the manuals they had produced for the Armed Forces Institute, the Navy's V 12 program and similar emergency enterprises. Word comes in a bulletin to ATPI members, that the army has absorbed most of the USAFI books for its classrooms abroad, while the Navy's inventories of textbooks are generally small. It would indeed be unfortunate for schools as well as publishers if the making of much needed after-war books for classrooms were to be hindered further by a heavy unloading of materials made when Mars was in the saddle and Vulcan at the forge.

Five Years of No School

The war brought about many educational short cuts. It also cut education very short in many countries. Take Greece, for example. Part of its heroic sacrifice on the altars of freedom was a virtual cessation of all its schooling for a five-year period. When the Nazi troops poured in, they occupied most of the school and college buildings as barracks. They managed to destroy a great deal of educational equipment. They threw books into furnaces, thus not only keeping themselves warm but also furthering the Hitler policy of eradicating culture and humane ideals.

What with quartering soldiers and being bombed, some 1500 schools of Greece have been demolished, while several thousand others have been left unfit for use until they can be repaired and refurnished.

Multitudes of Greek young people engaged in sabotage against the enemy during the prolonged "vacation." Today many of these youths roam the streets as vagrants and constitute a perpetual threat to order.

Here in the United States, remember, there has been talk about children not being able to wait; of how, if schooling were curtailed or withheld from them, they would grow up in ignorance. The argument was beyond refutation. Greek leaders from the Regent, Archbishop Damaskinos, down could amply vouch for this from first-hand knowledge. They could tell you what a five-year moratorium on instruction does to a civilized community, even one having the richest cultural heritage in all the world.

Doubts Are Dangerous

Three separate opinion samplings since July 1 indicate that only about half of the people in these United States believe the United Nations Organization will prevent our getting into another war. Only 36 per cent of high school boys and 41 per cent of high schools girls, and only 54 and 51 per cent of adults appeared to hold this belief when interviewed. The highest of these percentages, 54, was obtained before the atom bomb began its shattering work.

In the strict sense of the word, the UNO cannot of itself achieve a lasting peace. All thoughtful persons would agree to that. Relationships and attitudes between nations must be kept from becoming overheated. There must be a widespread determination to strengthen UNO. All the more important nations must be willing to yield some of their cherished prerogatives to it.

The military men are correct in thinking that no weapon, however devastating and terrifying, will automatically prevent wars. But such devilish instruments ought, if men have any sense at all, to hasten the upbuilding of the one alternative to war, as represented by the United Nations Organization and a body of world law.

One reason we Americans are halfhearted as to UNO is the pessimistic tone of many news reports coming from the centers of post-war confusion. Faith must reach beyond what meets the eye today.

SHOULD THE SCHOOLS BACK MILITARY TRAINING?

Yes

W. C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

AT THE first national convention of the American Legion in St. Louis in 1919 the Legion went on record as proposing that the United States adopt a system of universal military training. Through the years that have come and gone since 1919 the Legion has consistently stuck to its guns. In 1945 as in 1919 the American Legion, outside the Army and Navy, is the principal proponent of the idea of universal military training in time of peace. Its arguments today are about the same as they were a quarter of a century ago. In 1919 with the hardships and horror of war fresh in its collective mind the Legion did not want to see untrained young Americans going to war again. It did not want Americans ever again to go off to war without having the advantages that only early military training would give them. In many a convention hall the Legion has voiced its adherence to the principle that a strong United States is necessary if we are to have peace. In the 1920's and 1930's the American Legion called attention to the indisputable fact that Imperial Germany's will to war was bolstered by Germany's outspoken contempt of America because of her weakness as a military and naval power.

In the years just before the last war the Legion repeated its earlier arguments and specifically stated its conviction that if this country is to have a strong influence in preserving the peace of the world it is necessary that it should be a strong nation, not dependent upon moral suasion only. At its 1944 convention the Legion again asked for the enactment of universal military service legislation by the Congress. The nation has been engaged in a war which has cost more lives of young Americans than anyone had ever thought possible, but the American Legion had warned time and again that the United States was sowing the seeds of war in the fields of unpreparedness.

Hitler, Mussolini, and the Japanese in the years just before the attack on Pearl Harbor showed their contempt for a supposedly weak United States as Imperial Germany had before 1917. No one can fairly or successfully accuse the men of the Legion of wanting another war. They who have suffered and seen death striking down their comrades in far off and far separate places on the land, on the sea, and in the air will speak with the voice of authority—and they will demand universal military training as a preventative of war.

In marked contrast to the stand of the American Legion on national preparedness, a strong Navy and adequate appropriations for national defense, has been the attitude of many educators and nearly all educational organizations of national scope. In the 1920's and 1930's the voice of education was often raised against universal military training, and to no inconsiderable extent it was a pacifist voice. In referring to "a pacifist voice" let me state that I yield first place to no one in my respect for and appreciation of the pacifist religious beliefs of the Quakers, the Mennonites and the Brethren. The United States of America would not be the great country it is without the contributions to the spiritual life of the nation that have been made by the godly people of those sects since America was born on July 4, 1776. No clear thinking American wants to place restrictions on freedom of religion, nor to curtail the freedom of speech of any individual or any group that speaks in opposition to military training or national defense appropriations in peace time. However, freedom of speech justifies the questioning of the judgment and the motives of the opponents. For many years the National Education Association and its leaders have opposed military training.

On April 30, 1937 the Secretary of the National Education Association issued a circular letter addressed to State Superintendents,, N. E. A. Directors, Officials of State, County and Local Teacher's Associations, and County and City Superintendents in an appeal for support of the Harrison-Black-Fisher Bill. The following are excerpts from that letter:

"It is quite significant that on April 27 the House Appropriation Committee added $25,000,000 to the Army appropriation for 1938. The Army and Navy appropriation was already $943,000,000, the largest ever made in peacetime history. Speaker Bankhead said when questioned about this appropriation: 'It is unfortunate that we can't reduce all appropriations. But, the people are pretty strong for national defense.' (Washington Evening Star, April 27.)

"Is it not also true that the people are strong for education as the most important means of national defense?"

The action of the N. E. A. on this occasion was an example of poor judgment. The Congress and the American people in 1937 were

not ready to provide an adequate amount of money for national defense, but even at that time the N. E. A. lost friends in Congress through its attempt to sell a bill of goods to the effect "that the people are strong for education as the most important means of national defense." Education is important in national defense but only in Utopia does it take the place of military and naval preparedness.

In this case the N. E. A. used poor judgment in opposing the increased appropriation for national defense. It used poor judgment in setting up education as a competitor with national defense for federal appropriations. It used poor judgment and as a result gained no friends in the Congress but lost some because its motive was considered a selfish one, and rightly so considered.

In the present situation educational leaders and organized education are to a great extent opposing the idea of universal military training. Up until a comparatively recent date American Communists were in opposition to any and all plans for strengthening national defense in the United States. Educational leaders and organized education went along with the Communists to such an extent that many of them were termed fellow travelers. And although the term "fellow travelers" was applied to some sincere and well meaning school people as well as to the followers of the Communist Party line it is true that to some extent people and organizations can be judged by the company they keep.

In connection with universal military training, school people are facing two questions. One is the question of whether education's opposition to military training is based on good judgment and good motives.

The record of the National Education Association and its leaders in the Congress of the United States is one of failure in their attempts to obtain federal financial support of public education. There are several reasons for that but the chief reason is that the N. E. A. is suspect in the thinking of the Congress and in the collective mind of the American people because of the company it keeps. In the past the N. E. A. and other educational organizations and many educators have gone along with the Communists and extreme pacifists in opposition to an adequate national defense program.

One day in February, 1945 I talked about universal military training with an educator who said, "Many educational leaders are opposed to universal military training because of the fact that it will cost many times the amount of money available for public education." Education needs to be saved from its friends if they are going to attempt again to compete with national defense for federal funds because if they do education will take a beating. The people of the United States at this time definitely favor compulsory military training. The findings of variout opinion polls have established that fact. The poll of the National Opinion Research Center shows that seventy-nine per cent of the public would favor passage of a law requiring one year's compulsory military training for 18 year old boys.

The Gallup poll reports that sixty-three per cent of the public favors requiring every able bodied young man to serve one year of training under the Army or Navy.

The Fortune poll found that sixty-one per cent prefer retaining the draft in peacetime rather than returning to the regular Army system of taking volunteers only.

The Iowa reports that seventy per cent would favor a program combining basic military training with physical instructon and training in trades and skills for civilian use.

The people of this country want peace. They want a lasting peace. But peace like freedom and liberty is one of the things that cannot be had by wishful thinking; it must be paid for. Peace cannot be maintained unless the nation is ready and willing to pay for it. The price of peace is the power to protect and maintain it.

The purpose of universal military training is to safeguard the welfare of the nation. Universal military training is not conscription. The end of the year of training will be the end of military service. Even in the face of impending war an act of Congress will be necessary to recall the trained young men for war time service. These young men would not be a part of the regular Army or Navy of the United States. They would not be used for Army garrison duty or for overseas duty.

The contention that we should not go in for universal military training because military training in Europe has led to wars is not sound. The first reason why it is not sound is that continental Europe's military preparedness is based more on large standing armies than on military training of citizen soldiers. The second reason is that our refusal to adopt universal military training has not kept us out of wars. We have had one every 24 years since we began our fight for independence.

An argument used against universal military training is that the schools and colleges can provide a better health and physical education program than can be provided under universal military training. That contention may be true. It doesn't matter whether it is or not. The only reason for military training of youth is the security of this country. It is not primarily a health and physical education program.

Not all of our American educators are opposed to universal military training. Many are in favor of it. But it is certain that a majority of educational leaders

are against the idea. One widely used argument of the opponents is that we should wait until we know the outcome of the present war in terms of peace plans, organization, and international agreements and until our post war foreign policy shall have been established before deciding the question of military training. Such procedure would invite another, a greater and more disastrous "Pearl Harbor." Under that hesitating, postponing plan the safety of the country would be placed in danger and be forced to depend upon extemporized and hasty defense measures. The next war when and if it comes against the United States will be so sudden and so disastrous in its first impact that we will not have the time as in the war to mobilize our military resources and man power. The scientific increase in the power and effectiveness of the weapons of offensive warfare leads to the inevitable conclusion that another twenty-five years will find New York, Chicago and San Francisco as vulnerable as London, Amsterdam and Berlin have been in the war.

SHOULD THE SCHOOLS BACK MILITARY TRAINING?

No

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ASKING an army general if he believes in peacetime military conscription is like asking an automobile salesman if he thinks his product is good. Anyone sincerely interested in his vocation is convinced that the good of the world hinges on his specialty. One does not have to predicate insincerity or duplicity to understand why the military mind considers conscription so vital to the welfare of the nation.

Conversely, educators who are generally opposed to the position of the army come by their convictions just as honestly. They see in the arguments for army training many spurious educational principles on which the protagonists are attempting to base their reasoning. When the non-educationalist uses the knowledges of education inexpertly he may expect to be called to account.

Does it seem unreasonable to suggest that the question of whether or not young men of eighteen should be expected to serve their country in one capacity or another should be decided by those who have no particular *special* interest to defend—specifically, the American people as a whole? Up to the present time our country succeded rather famously on the principle of letting the people decide. Is there any reason for abrogating that principle on an issue like this?

Before one can take sides in a controversy of such major proportions as that of peacetime conscription, one must be clear on what is proposed. For purposes of analysis this article makes the assumption that the argument is over whether or not young men should devote a *full year* of their lives, under the direction of the army, for purposes of preparing them for combat in case of another outbreak of hostilities. The present writer is conscious of an alternative plan—that of four months in summer camp with the rest of the time spent in some kind of reserve unit meeting periodically for training purposes — but the question of need of *any* kind of preparedness can be more fully brought to light by analyzing the more inclusive proposal.

A great deal has already been written by educators in opposition to this plan. Any additional comments would be in the nature of gilding the lily. Attention is called to two articles recently appearing in PROGRESSIVE EDUCATION. "The Military Mind and Peacetime Training" (October, 1945, pp. 28-31) by Arthur E. Morgan, former president of Antioch College and director of TVA calls into question the advisability of deliberately exposing our youth to the dynamic influences of a type of mind that is distinctly inimical to creative intelligence. Dr. Horace B. English, psychologist at Ohio State University ("Concise and Conclusive" November, 1945, pp. 54-57) challenges the whole argument of improved discipline supposedly advantageous under the army plan. In addition, one can scarcely pick up a current periodical without running across some new contribution to our already confused thinking.

In general, defense for peacetime conscription centers around two points that directly relate to the business of the educator — improved health and discipline. Enough has already been said to prove that reliance on this kind of reasoning will result in a complete refutation of these grandiloquent claims. Anyone who is acquainted with the torturously slow processes of human development will recognize that a year in any kind of environment, however influential and dynamic, cannot hope to counterbalance all the ill effects of previously misspent living during the most formative years of an individual's life. If the American people honestly

hope to improve discipline and health, let them insist on spending the money and energy at the time when it will be the most effectively and economically employed —*all during the first eighteen years of a young man's life.* That the American people have already shown their ability to see the sense of this proposal was revealed by a recent poll conducted by the National Opinion Research Center, University of Denver. When asked the question, "If the government had two billion dollars a year to spend, would you rather have it spent on a program of better regular education in the schools or on a program of compulsory military training in the Army or Navy?" *sixty-nine per cent* expressed the opinion that they would rather see money spent on education!

A third argument in favor of military training has to do with the need of draining off the surplus labor supply by removing a million or so young men from the market. This argument does not even deserve a reply. If our economic system has developed to the stage where we need to sacrifice our young men in order to keep it in order we had better stop and ask ourselves if it is worth it. Two billion dollars spent directly on patching up our economic order ought to breathe some healthy life into the most defunct organism.

The most sensible argument yet brought to bear on the issue is that which relates directly to the question of national defense. Would it not be more intelligent to let the decision of military training stand or fall on the only issue that honestly has anything to do with it? There is a crying need for clarification of what actually is involved in military training in order that the people may make an intelligent choice when and if they are called on to do so. No observable good can come from deliberately clouding the scene. Every sincere believer in the future of democracy stands ready to make whatever sacrifice is called for in order to preserve the way of life in which he believes. If it can be clearly shown that the best welfare of our country depends upon asking all young men to serve a year in the armed forces, who could possibly refuse to lend full cooperation to the cause?

It is precisely at this point that the proponents of peacetime conscription find their greatest difficulty. We are all acutely conscious of the present state of world affairs. We have just emerged from a bloodbath a repetition of which we will go to great lengths to avoid. What is the best way to achieve this objective? Shall we have a large standing army as a basis of enforcing the peace, or shall we have it merely as a defense against possible aggression? If the former, do the proponents honestly think we can have peace by fighting for it? If the latter, just who, specifically, are we afraid of?

No great imagination is required to answer the second question. Only one country in the world is in a position at present to offer any threat to our feeling of complete security. Ever since the Russian Revolution in 1917 we have looked upon communism as an alien cult of which we are eternally suspicious. And so has every other capitalistic country. Does anyone, knowing the effect on the Russian people of being constantly surrounded with hostile groups, expect them to have anything but an urgent feeling of need to keep a watchful eye cocked on the behavior of the rest of the world? And further, if we were in their place, would we view with equanimity a move toward further preparedness of a country we knew to be antagonistic? If we are sincerely interested in world peace, must we not take the *initiative*, rather than hold back waiting for someone else to move first in this international chess game? It is difficult to see how any amount of preparation for another conflict will influence the activities of other nations away from doing the same thing.

This is no plea for playing the role of Uncle Sap. We have always been a trustful nation, expecting other people to reciprocate. If the turn of international affairs seems incontestably in the direction of armed conflict, as was certainly demonstrated during the rise of the dictatorships, our future course is clear. But, if, through our own direct action, we precipitate the movement in that direction, we should be frank enough to place the blame where it belongs — on our own dundering heads.

If there is any merit to the above argument, we are certainly going about the solution of the problem in a characteristically blundering fashion. The Congress is now engaged in "taking testimony" on the argument of what is needed for the future with reference to military preparedness. But, *they are asking the wrong people*, with the result that if their advice is taken our future will be placed in the hands of those least capable of doing anything adequate with it. The military leader is a specialist, one on whom we desperately depend in time of war. His task is specifically that of winning battles and defending the country against aggression. Because of his specialized service, and training for that service, his perspective on the state of world affairs is understandably askewed. We have always recognized this limitation in the past by insisting that the authority for what shall happen to the nation rests with *all* the people. Our history is one unbroken succession of instances where we have clearly enunciated that policy. Belief in safety in numbers is still a hallmark of our faith. Unless we are to turn our backs on our strong traditions we must tenaciously adhere to that time-proven principle.

The role of the educator and the

military leader should be clearly delineated as it specifically relates to this problem. Generals and admirals are created for the purpose of giving direction during time of war. When peace arrives, government should rightly revert to the people. The educator at all times, has the supreme duty to clarify issues, to present alternatives, to give the general electorate the information it needs in order to make its decisions wisely. This is no time or place for personal opinion, particularly when that opinion can be shown to be biased in favor of some advantage to itself. The educator, if he deserves the name, must be as suspicious of his own biases as he is of others. In this case, after he has discounted his interest in retaining all educational activities under his own direction, he still has left the knowledge that centralization of educational authority is a serious threat to the best welfare of the people. We have fought the battle for free education — free in the sense it should be available to all, and free in the sense that it should be divorced from the domination of any particular sect or creed. Military training is a form of education and assumedly comes under the same line of reasoning.

The alternative to the present state of affairs is clearly that of giving back the decision to the American people. Let the Congress spend its time getting the issue squarely before the people, unequivocally, unbiased, and untinged with political considerations. Let the people make a choice among alternatives, all of which they understand and can follow through to their consequences. Let all of us show our faith in the democratic ability of the people to make choices that they can see are best for all, and then have the courage to stand by this decision and support it with all our hearts.

There is not time? Other countries have not felt the urgency of decision to the extent we have. So far as can be ascertained, we are the only nation taking this issue so seriously. The future of international organization is still uncertain. It may well be that it will break down completely and strongly indicate the necessity of vigorous measures for self-defense. On the other hand, every forward-looking American is anxiously holding his breath in hopes that by some miracle a workable world government may be devised. It would be to our everlasting discredit if we made a move now that would indicate our lack of faith in the present desperate attempt to organize for peace. It takes a peculiar type of mind to come to the conclusion that we can convince the rest of our fervent desire for peaceful association by coming to the conference table armed to the teeth.

Spiritual Basis Must Be Taught

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I HAVE given much thought to the problem of what we can do in our secular schools to foster moral, and spiritual growth.

In spite of John Dewey and his disciples, spiritual values can not find roots in a philosophy of naturalism. All our humanitarianism, all our democratic theories, all our educational ideals must be rooted firmly in religious faith or, like cut flowers, they can not flourish for long, at all. At the first breath of some of the cold realities we are to face, our naturalistic idealism is likely to wilt.

If ethical and spiritual values are to have any meaning at all, they must be dogmatic and absolute. They must have their source in a supernatural faith. All our boys and girls are fully aware by now—some of them too fully aware—of how the mores change from generation to generation and from place to place. They all know that Hindus won't kill snakes and that we see nothing sacred about cows. They all know that grandma never showed her legs—and certainly not her midriff — never painted her face or stood at a bar demanding a Scotch and soda. They know all about the relativity of custom and convention. What they need to learn right now is the body of absolutes of good and evil as centuries of Jewish and Christian tradition have defined them. They need to learn a core morality which is fixed though the mores change every ten years, a body of changeless truths which should be the basis of any curriculum—even the most secular.

One of the most successful experiments in education ever conducted was Adolph Hitler's from 1933 to 1939. We can learn much from his methods. We too can hammer certain teachings into the minds and hearts of adolescent youths—teachings such as that all men are equal—that they are endowed by their God with certain inalienable rights. We can learn from Hitler how to use the radio, the press, the textbook, the class room to drive home certain truths about the evil of hatred and persecution, the goodness of charity and good will. He said that if you repeat a lie often enough it becomes a truth—and every American advertising man, knows how sound a psychology that is. We might work on the principal that if you repeat a truth often enough, it will finally sink in and be believed by everybody.

Suppose we consider just one truth of our core body of truth:

All men are equal. That statement is scientific nonsense. On a naturalistic premise, it is sheer drivel. This faith in the equality of men, this faith on which all our democratic hopes and educational principles are based is meaningless except as a religious dogma, accepted as a fundamental article of faith and taught to the boys and girls of America as a fixed, unchanging, absolute truth.

It is a dogma, furthermore, that the three main religious groups of our country—Catholic, Jewish and Protestant—all have in common. Yet it is so basic that it can not be left to the Synagogues and Churches for consideration on Saturday and Sunday. We dare not ignore it in our secular schools. To ignore it is to say to the youth of America—"It isn't important."

Yet in the post-war years, there is probably nothing more important. Our charges will have to face some grim realities. To drag in moral and spiritual values as one of a list of ten objectives of education is to ignore that these values are primary. What do such objectives as skills, health, worthy leisure activity and all the rest matter, if supporting them all there is not this faith in the equality of men which, in turn, leads to mutual understanding and decent forbearance?

▼

When American youth learns that men are indeed equal, the humblest with the greatest, we may have faith that without too great difficulty, most of the other objectives of secondary education — skills, social and civic competence, health—can be added unto this.

THE PESTALOZZI BICENTENNIAL

MILDRED SANDERSON FENNER
N.E.A. Journal, Washington

"But if the animals of earth had needed education as our race does, they would not send the wolf and the lamb, the fox and the hare to the same school; we would not lay the worms, which crawl upon the earth, upon the back of the eagle in order that they might fly with him toward the sun; we would not place the tiger's food before the elephant and elephant fodder before the tiger; we would not try to nourish the sparrow with ants' eggs and the nightingale with the grain of the fields which is the sparrow's food. But the education of man is very often just such a hodge-podge. . . ."

So wrote Johann Heinrich Pestalozzi. The fact that education today is less of a hodge-podge of sparrow's food and ants' eggs than in Pestalozzi's day can be attributed in large measure to this great Swiss teacher, honored by the educational world on this two-hundredth anniversary of his birth.

Pestalozzi was born at Zurich, January 12, 1746. One of the most potent influences of his childhood was the unselfishness of his mother and a servant of the family. On his deathbed the elder Pestalozzi begged the young servant, Babeli, not to forsake his wife and the three children. Babeli was faithful to her trust. Without her careful economy, the widow's slender means would not have sufficed. The mother's devotion to her children's education probably laid the foundations for some of Johann's educational philosophy of later days.

Visiting with his grandfather, a pastor in a neighboring village, the young Pestalozzi saw the poverty-stricken and sick of the parish. Here was a poverty even greater than his own, and he vowed to help make conditions better when he grew up. As he grew older, he looked first to the ministry, then to the law as the profession through which he could do most for his fellowmen, and then to a plan for demonstrating improved methods of agriculture.

In 1769, the year in which he started his experiment in agriculture, he married. His was the perfect wife for a man of vision and purpose, a man so careless in dress, so awkward in gait, so absent-minded by temperament that he would have taxed the patience or the pride of a woman of lesser nobility than Ann.

On his only child, Jacobli, Pestalozzi tried his strange (for that day) educational theories which came to be applied to the other children under his care. Education was to Pestalozzi "the natural, progressive, and harmonious development of all the powers and capacities of the human being." Therefore, "the knowledge to which the child is to be led by instruction must be subjected to a certain order of succession, the beginning of which must be adapted to the first unfolding of his powers, and the progress kept exactly parallel to that of his development."

He took into his home about 20 poor children, whom he fed and clothed and gave practical

instruction in farming and domestic arts. So enthusiastic did Pestalozzi become over the success of his combination of formal and occupational education that he took in children till he eventually drove himself bankrupt.

In 1781 he was encouraged by friends to write his *Leonard and Gertrude,* a story of the educational reforms wrought by a simple peasant woman. Read today for its exposition of Pestalozzi's teachings, it was taken by many of his contemporaries as merely an interesting piece of literature. His proposed social and educational reforms did not therefore make immediate headway.

Poor and nearly starving, Pestalozzi could do little to promote, even to develop, his principles adequately. But in 1798, when he was fifty-two, he was charged by the Swiss with the care of a group of orphans, left homeless by the French Revolution. Thus he started a home-school at the Ursuline convent in Stanz.

His methods here were a complete breaking with the tradition of the times. He attempted to teach by experience, observation, and actual objects, rather than by precept or books or blind memorization. He said that in teaching morals, "I strove to awaken the feeling of each virtue before talking about it, for I thought it unwise to talk to children on subjects which would compel them to speak without thoroughly understanding what they were saying."

Number and language work he taught by means of concrete objects. Natural history lessons were coordinated with observations from nature. Spelling and reading were simplified through exercises or "syllabaries." He hoped that education could become so simple a process that mothers could do all the necessary teaching of their own children, a desire which was not achieved. Again he tried to combine study with manual labor, for he liked the idea of a school as a workshop.

When conditions outside his control caused the closing of the school, Pestalozzi obtained a teaching position in Burgdorf, where he continued his experiments, and worked out a very successful "table of units" plan for teaching arithmetic.

Indeed, his reforms did work wonders with the children and the comparison of their progress with the children in the customary hide-bound academic schools was so noteworthy as to win recognition for him.

An account of his principles of teaching was incorporated into his *How Gertrude Teaches Her Children,* published in 1801, a book still well worth study.

Through political change, the school at Burgdorf came to an end. Pestalozzi attempted to cooperate then with one Emanuel von Fellenberg who, inspired by Pestalozzi, had started in Hofwyl a prosperous industrial school. This "agricultural institute" furnished practical training in farming, smithing, carpentry, other trades, and rural-school teaching. For well-to-do boys there were literary institutes with classical courses but these wealthier boys were not exempt from the farm work.

Pestalozzi, in agreement with Fellenberg's ideas but not in accord with him temperamentally, moved his own school to Yverdun in 1805. His institute here became famous, a mecca for students from afar. Visitors not only from Europe but from America came to study the master's methods. Dr. Frank Graves pointed out out that at Yverdun "nearly every advanced method characteristic of present elementary education was first undertaken." In the teaching of writing, for example, Pestalozzi said, "I found I must begin by teaching drawing." Children drew birds and flowers from life, began their study of geography with clay models of their own valley.

In Pestalozzi's extreme old age, the institute declined, but when it closed, its influence was worldwide. He died on February 17, 1827, at his old home in Neuhof.

Pestalozzi had been greatly influenced by Rousseau's *Emile,* but his own views were more socially rooted than Rousseau's, for Pestalozzi was thinking of education not as something for the gentility but as a means of relieving poverty and improving society.

Of discipline, he mildly remarked, "I do not venture to assert that corporal punishment is inadmissible, but I do not object to its application when the teacher or the method is at fault and not the children."

Pestalozzi's methods were not perfect, but they were the springboard for a new education. The liberalism inspired by Pestalozzi in German schools was later crushed by the militarists, but it spread all over the world. It came to America via visitors of Pestalozzi's schools, by such notable educators as Horace Mann, and by translations of Pestalozzi's writings. Colburn's arithmetic books, Emma Willard and W. C. Woodbridge's geographies, Sheldon's Oswego (New York) normal school all helped to spread Pestalozzian ideas.

Dr. William H. Kilpatrick summarizes Pestalozzi's influence by saying, "As the years come and go, it will, however, be the great loving heart of Pestalozzi that will most stand out. He did love his children and they did respond to his love. Men saw this and heeded. School children have been happier ever since; and besides that, they have learned better. This is the debt we owe to Pestalozzi."

DON'T CHEAT THE TEACHER!

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A TEACHER'S salary is usually based upon two factors: (1) educational qualifications which determine the basic salary, and (2) experience which leads to yearly increments over a certain period. The amount for experience is given on the supposition, which is altogether tenable, that the teacher becomes more efficient because of that experience. *The thesis of this article is that there is no other acceptable reason for such an allowance.*

Granting that the thesis of this discussion is sound and acceptable, it follows logically that the largest amount for any one year of experience should be for the first year of teaching, and, from then on, the increments should be in decreasing amounts. The reason for this is that, by and large, the greatest gain takes place in the first year; a smaller gain in the second; and so on until, presumably, there comes a time when no further gain is perceptible. If this were not true, then there would be no reason for discontinuing additional pay for experience no matter how long one teaches.

Two other general plans for granting the increases for experience are in use. One is to make the increases equal in amounts from year to year; the other is to begin with a small raise and increase it each succeeding year. What are the arguments usually advanced for these two plans? The most common ones are:

1. It would require too much money to use the plan of decreasing amounts. (The answer to this is simple. If the money is owed to the teacher, she should have it.)

2. The other plans discourage the "stepping-stone" teacher. (The answer to this is also simple. Do not penalize the ninety-and-nine in order to punish, in this indirect way, the one non-professional teacher. Attack the problem in a direct way, or not at all.)

3. These plans encourage efforts for higher certification. (Again the answer is plain. That should be taken care of in provisions for greater differences in basic salaries, which are determined by certification attainments. If those differences are made sufficiently large, any one who plans to teach very long will undoubtedly strive for a better certificate, especially if she has one of the lower forms that calls for a comparatively small salary.)

These and similar arguments are, I think, absolutely untenable. In addition to being illogical, the last two plans deprive the teacher of several hundred dollars that rightfully belong to her. To illustrate, let us take a supposed case to show the amount of the deprivation. Please note that I am using a very low salary schedule for my illustration; the deprivation is still greater when higher salaries are paid. The following provisions are, therefore, merely suppositions, but might very easily be actualities.

The basic salary is $1,000 a year and the total amount for experience is $550. The amount for experience is spread over a period of ten years; that is, the teacher receives increments of increase from the second to the eleventh years of teaching inclusive. Under the first plan, that of decreasing increments, the increment for the second year of teaching is $100, and it decreases $10 each year thereafter. Under the third plan, that of increasing increments, the amount added for the second year of teaching is $10, and it increases $10 each year thereafter.

Now, by means of a table, let us see what the total salary will be under the three plans year by year, what the differences are year by year between plans No. 1 and No. 2 and between plans No. 1 and No. 3, and finally what the total deprivations, which the teacher must suffer, are under plans No. 2 and No. 3.

Year of Teaching	SALARY			DIFFERENCES IN PLANS	
	Plan No. 1 Decreasing Amounts	Plan No. 2 Equal Amounts	Plan No. 3 Increasing Amounts	No. 1 and No. 2	No. 1 and No. 3
1	$1000	$1000	$1000	.....	.....
2	1100	1055	1010	$45	$90
3	1190	1110	1030	80	160
4	1270	1165	1060	105	210
5	1340	1220	1100	120	240
6	1400	1275	1150	125	250
7	1450	1330	1210	120	240
8	1490	1385	1280	105	210
9	1520	1440	1360	80	160
10	1540	1495	1450	45	90
11	1550	1550	1550	.....	.....
			Totals	$825	$1650

It can readily be seen from the last two columns of the table that the teacher in this supposed case is deprived of $825 by the plan of equal increments and of $1650 by that of increasing amounts. Is it fair, I ask in closing, that the teacher be made to lose a considerable sum of money by the use of either plan No. 2 or plan No. 3 when it belongs to her both logically and morally? I think not.

AN IMPORTANT MAN, THAT JANITOR

MEADER G. PATTINGTON
Assistant Supervisor
New York State Education Department

MANY a new principal, filled with correct procedures for dealing with pupils, school program planning, board member and parent relationships, goes to school the first morning, and is met by the JANITOR. In looking through sixty magazines, representing publications by five varied school administrative periodicals over a period of five years, the writer found just two articles dealing directly with janitors and their services. And yet, the new principal is apt to find that his janitors are among the most important personnel in his school system. He will find that the efficiency of operation and maintenance of his plant depends to a great degree on the custodial personnel employed, and that his future success as a principal depends greatly on the pre-service and in-service training that his janitorial staff has or will receive.

Surveys made of custodians throughout the United States show that only about 80% have an elementary education and about 5% any technical training; yet these custodians have a variety of duties that should place them at the top of those needing special skills, if our schools are to function in an efficient manner. The board of education and principal should hire with this in mind and where possible engage men and women with special qualifications for the skilled work which they are to perform.

Whether he is in a small school, where one janitor may serve the entire school plant, or a larger school, where the custodial staff is composed of several janitors and assistant janitors, the new principal will find that much of his favorable publicity will depend on the reports of his work and the reaction to him as an individual that are carried out by the janitors.

These men and women are around the building at all times; students are often more free in their presence than they are with teachers; so that the principal who is lucky enough to have custodians with a sense of the value of discipline and educational procedures is a fortunate man indeed. If his custodial staff is lacking in this knowledge, he should by all means strive to further its growth, for without it, an otherwise smoothly running system often goes on the rocks.

The principal as well as the board should know what goes to make up good school housekeeping. Suggestions from his staff should be welcome, for putting some of these suggestions into practice will develop a working relationship that will build school morale as no other single item can. Most janitors have a personal pride in their school plant and this personal interest should receive recognition from the principal and the board. The principal and board must themselves understand that the health of the pupils and teaching staff are largely a result of correct cleaning routines properly carried out.

A few states have put the selection of school custodians on a civil service footing but even here war time difficulties and manpower shortages have tended to nullify the reform. Far too often a local man with friends on the board gets the position and the high school graduate who has had the advantage of some technical training loses out. Where civil service regulations are not in effect, a board would do well to set up minimum requirements as a basis for the appointment of custodians. Such a minimum set-up would at least offer a basis for refusing to hire incompetent men who may be putting on the pressure for a janitor's job. Help in establishing a minimum qualifications list can be secured from teacher training schools, state universities or state departments of education. In general, the board that has to pay slightly more to secure the services of a high school graduate who has had some technical training, has an elementary knowledge of chemistry, can do some carpentry work, thread pipe, read a blueprint, and keep records will find that money is saved in the long run. Where it is not possible to secure the services of such a man, the principal should be in the position to carry out a long term program of planned in-service training which will cover the main fields in which such a custodian engages. The practice in some communities of submitting janitorial work for bids seldom brings the best man to do the job, and the type of custodian who will underbid in order to get the job will generally cost the district money in boilers ruined through neglect, floors improperly cared for, and in absent pupils due to poor sanitory conditions in the school. The National Education Association has material on in-service training programs which may be secured for the writing. Several state universities have such schools or courses in operation and local centers may be established where instruction and round table discussions on janitorial work can

be carried on.

In one rural central school, the janitor and his wife, who acted as his assistant, made regular trips throughout the school at frequent intervals. Any mark on the floors or wall was immediately erased and pupils, becoming aware of this, took no chances on being detected in such an act. The net result would be called in the army "ready for inspection at all times," and the building after ten years presented a spotless appearance. Pupils took pride in the appearance of their building and morale was high.

Another janitor asked permission to bring in an uncle who was a stationary engineer and who knew his business. Fuel saving and more efficient results in heating the plant resulted.

Many school supply houses put out bulletins on maintenance of floors and school equipment and the field is still open for a fine janitorial bulletin with the many and varied phases of maintenance and repair covered in practical, down-to-earth methods. Since a bulletin would be of the greatest possible help to schools, and of great value in goodwill advertising.

The old time janitor who was hired to clean the blackboards, sweep the floors and build the fires is now replaced by a man who must know the intricacies of modern heating, lighting and ventilating systems, as well as the most approved and economical methods of caring for high priced equipment. In fact, to call our modern janitor a custodial-engineer is no exaggeration. In his daily contacts with pupils and teachers the modern janitor also has need for a little practical knowledge of psychology.

It goes without saying that the moral quality of the school custodians should be of the highest. The very nature of their duties places temptation in their way and one weak employee in a school system can prove a disrupting force. The board should carefully investigate the applicant's character before hiring.

A fair salary schedule, with provisions for regular increments, is needed if the custodians' duties are to be placed on a professional basis. If several men and women are employed, a head janitor and first assistant (perhaps a woman) should be definitely designated. A woman as janitor can often aid greatly in caring for the girls' rest rooms and in so doing ease discipline problems which might arise.

A definite schedule, prepared, discussed, revised and then accepted by the custodial staff will solve many major problems. War time measures calling for the use of the school building at night should be taken care of through extra service, paid for at prevailing custodial rates. Where the school is used nights by various community groups, many do not realize the tremendous amount of extra work involved and the long hours spent. To expect the janitor to take care of such extra work for a few dollars is in general unfair, for he may need the free time more than any small money value received. A far better way is to schedule such activities, distribute the duties among the staff or arrange for outside help.

Requests for special janitorial service during school hours should clear through the main office, for otherwise an easy going janitor will use up too much of his time attending to petty details to the neglect of the broader phases of his main work. It is not out of place for a mention of such routine clearance to be made by the administrator at a faculty meeting.

Many schools arrange a summer cleaning program that requires the services of their custodians on a twelve month's basis. The fact that such custodians need a vacation is overlooked and the custodians themselves in order to insure getting the job agree to work full time the year around. Where two or more janitors are hired, a staggered vacation period can be arranged, so that proper time is planned for and allowed. At least a major part of such time should be free from even the most trivial school services. Where one man only is hired, provision should be made during his two weeks or more vacation for some one else to look after the school, lock up, mow the lawns etc.

If the school has a faculty mail box system, include a box for the janitor or janitors; pass on bulletins dealing with phases of his work. His appreciation and in-service growth will repay the small amount of work involved.

A system of regular reports by custodians or head custodian on needed supplies, repairs or replacements, and a record system in the main office for filing such reports tend for a more smoothly running, efficient system of school management.

Furnishing the custodial staff with good tools, good materials and modern methods of using them should be included in any long term plan for successful school administration. Demonstrations on proper floor and wall maintenance by reliable supply houses given before the custodial staff should also be considered. Such demonstrations in one school system were held evenings before a joint group of board, janitors and teachers, with excellent results. Sometimes such a demonstration with some parents present will aid in producing the votes needed for budget items.

One principal in a central school regularly used the services of his custodial staff in making his annual school inventory and the suggestions received by him during the inventory more than repaid the time spent. The budget itself should have a definite place for maintenance items and suggestions from the custodial staff can well find their rightful place along with

those of other employees.

In general most of the supplies for another year should be ordered ahead. Requisition forms will provide for a more businesslike procedure, as well as resulting in the saving of money in buying in quantities. The purchasing agent, through the administrator, can well work with the custodians in such a procedure to the mutual benefit of all concerned.

Written contracts, regular increments, listed duties, sick leave, tenure, are all matters in general to be arranged by local boards, but careful long term planning will result in less friction.

One school has made a practice for years of having its custodians attend first aid classes and of having the local fire inspector address custodial meetings. Needless to say few fire hazards exist in this school system. Books, magazine articles and pamphlets on ventilation, lighting, fuel etc., should be passed on to the custodial staff and made the subject of custodial group meetings.

Any compensation plan for school employees should include the entire custodial staff, plus a salary schedule high enough to attract trained men to the positions. In many systems the head janitor is a man second only to the principal of the school for such a custodian is in the position to improve discipline, promote a smoother running organization and promote publicity of a type that will contribute to a better public relations policy between the school and the community. The wise principal and board will realize this and prepare through hiring proper personnel, through personal knowledge of problems and proper planning for in-service training to utilize this important and vital factor in the efficient management of their school system.

AMERICAN HISTORY TEXTBOOK IS TNT

LUCILE LA GANKE

"The pen is mightier than the sword" is a quotation often repeated, but one might change the quotation and say just as truly, "The pen precedes and motivates the sword." Let's look at American history and see if this idea has held good in our major crises.

During the Revolutionary period we had three great dispensers of Revolutionary doctrine — Patrick Henry, Tom Paine, and Thomas Jefferson. Without these three leaders who could use words, the people would have groped then, as disparingly as we have, for certain epigrammatic truths which would answer that persistent question, "But just what are we fighting for?" The great premises of the Declaration of Independence which epitomized so marvelously the thinking of the more intellectually minded of the 18th century, answered the question satisfactorily. Moreover, they were and are quotable even today.

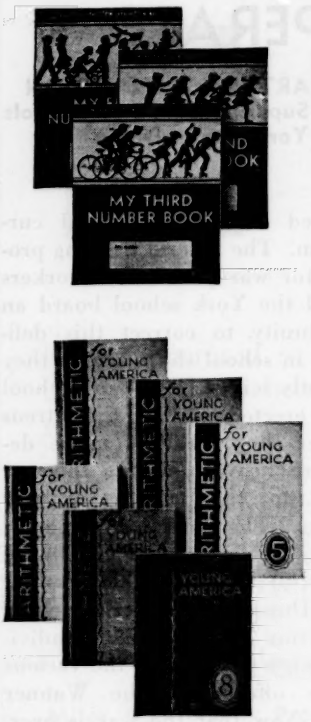
In the Civil War period, Harriet Beecher Stowe, Walt Whitman, and Lincoln were the sounding trumpets. Again, Lincoln's ideas so eloquently expressed, summarized for most of the Northerners the answer to the eternal riddle, "What is this war all about?" Moreover, like the words of Jefferson, they were quotable.

During World War I, a few of Wilson's ideas became fighting words, and they were circulated widely, but in the late twenties and the early thirties, they were thrown around in a sneering and disillusioning manner. We almost got an inferiority complex from them.

In World War II, no American gave birth to a phrase that has lived. Winston Churchill was the defiant, courageous voice of the democracies, and England can be thankful for his gift of rhetoric. One wonders if there might not be some very realistic connection between the fall of France and the loss of honest, forceful speech on the part of the French leaders.

Now what happens to the average American boy or girl who in elementary, junior, and senior high schools has an American history textbook placed in his hands? Under a good teacher certain aspects of history will be emphasized, and motives for actions will be discussed. In so doing, the student will hear a few of the ringing words of Patrick Henry, Tom Paine, Jefferson, Lincoln, and Wilson. Maybe these words will take on new meaning as they are discussed in their original setting and then brought up to date. Maybe these words will just become part of the subconscious and function very seldom. Possibly they will fall upon some receptive ear that begins to cherish them and desires to make them live in positive action. Maybe they will fall upon some American Negro, or American-Chinese, or American Indian, with a resounding force that may drive them further into submissive acceptance of the gulf between American ideals and reality, or more defiantly and openly into rebellion because of the discrepancies. If this latter experience occurs, then truly the American history book is TNT.

We should therefore not be too startled when we hear of verbal and even fist clashes between peoples who have been taught "that all men are created equal and endowed with certain unalienable rights among them life, liberty, and the pursuit of happiness"



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and other American phrases, that call to battle all of those who are by nature rather aggressive. After all aren't the Revolutionary patriots who rebelled openly against certain practices that they felt to be wrong, highly revered and respectable heroes in the usual American history textbook? Don't the elegantly dressed ladies of the Daughters of the Revolution today, take great pride in their descent from these very highly respected history heroes? They often forget about the rabble that always stirs up an armed revolt.

Now of course these ideas, expressed in historical American phrases, need to be studied by both teacher and student together. The American shortcomings, past and present, need to be studied. But so do the reforms that took place, more or less peacefully, under the framework of the Constitution, such as the woman's suffrage movement, need to be studied. Moreover, the forces working in a peaceful manner for betterment, and for a greater participating democracy, at the present time, should be mentioned, so that one gets a fair view of conditions and future possibilities. In other words, the teacher should set forth the ideal of persistent peaceful change under the Constitution—that one can be aggressive, yet not need to resort to civil war in order to change the environment in America.

During World War II, the so-called minority peoples in the United States and in other parts of the world have been raising their voices for more political and economic equality. Certainly our disseminated American ideals, vaunted so proudly in our schools, in the press, and by radio, have had something to do with these aspirations that are becoming articulate.

For instance, the August *Reader's Digest* carried an article entitled "Set the American Indians Free." These are the words of a young fullblood Indian, sergeant in the Army Air Corps, who after telling his tribesmen some of his experiences, said: "I'm leaving again, to finish this war. When we Indian servicemen come back, we are going to see that our people are set free to live and act like American citizens." And he was applauded by his fellow Indian-Americans. No doubt this Indian youth had had an American history text in his hand, at sometime in his life. Besides, he had lived in an American environment that gives promise for the future. That the American history book has influenced people seems to be self-evident.

Yes, the American history textbook is full of TNT. We, as teachers and citizens, must try to see that the explosions go off in the right directions, so that all benefit and so that no one is hurt.

SCHOOLS AND INDUSTRY COOPERATE

ARTHUR W. FERGUSON
Superintendent of Schools
York, Pennsylvania

YORK, Pennsylvania, home of the York Plan for pooling its industrial resources for the acceptance and distribution of war contracts, is a city of 65,000. It is estimated that York industries received $800,000,000.00 in war contracts. In December, 1944, 102 industrial plants employing 31,334 were engaged in war work either as prime contractors or as subcontractors.

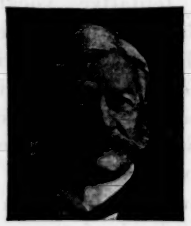
Opportunities in cooperative education have existed continuously in the senior high school of York, Pennsylvania since 1911. As used in this article, the term "cooperative education" means a program in which pupils spend half their time in school pursuing a curiculum in which theory and practice are definitely coordinated under the direction of the school.

Probably the chief reason for the continuous success of the cooperative plan in York is the manner of its inception. The late Atreus Wanner, superintendent of the York schools from 1890 to 1922, conducted an educational campaign with the members of his school board to acquaint them with the cooperative program inaugurated by Dean Herman Schneider of the College of Engineering at the University of Cincinnati and with the adaptation of the Cincinnati plan launched by the high school at Fitchburg, Massachusetts. In May of 1911 a committee representing the York school board and the York Manufacturers Association visited Fitchburg and observed the plan in operation. A similar committee subsequently visited Dean Schneider in Cincinnati. The Cooperative Industrial Course of the York high school was instituted in September, 1911. This bit of history is cited because the York Manufacturers Association, having participated in launching the program, has maintained an active and supporting interest through all of the ensuing 35 years. To encourage excellent performance, the Association has awarded at each commencement since 1913 three gold watches to the cooperative industrial graduates with the highest standing. One hundred sixty-five watches have been awarded to date, and many of the recipients are now holding places of responsibility in the industrial life of York and of other communities. Throughout the history of the course, boys enrolled in it have enjoyed the status of identured apprentice with the firms employing them, and have been compensated at the wage rates set for apprentices. Since 1911, York students in the cooperative-industrial course, have earned $780,471.87 as apprentices. In the decade 1920-30, the number of school boy apprentices, in any one school year, ranged from 167 to 203. During the depression decade, 1930-1940, the range was 17 to 84. Naturally during the war period the number increased, and the 221 apprentices for 1944-45 was highest ever achieved.

Due to the splendid cooperation of the local industrialists, there was never much necessity for having elaborate school shops. When the depresion came along, most of the boys in the industrial course were on a unit-trade basis dependent upon the school shops for their practical training. This circumstance greatly curtailed the number of students who could be accepted for the industrial curriculum. The federal training program for war production workers offered the York school board an opportunity to correct this deficiency in school shops which they promptly seized. The York school board erected in 1941 the Atreus Wanner shop building to be devoted exclusively, during the war period, to the training of war workers. The federal government invested $160,000.00 in machinery and equipment for the Wanner shop. During the program for war production workers, 5,806 individuals were enrolled in the various courses offered in the Wanner shop. Now that the war is over, this splendid new shop building with its excellent modern equipment is functioning as an integral part of the industrial department of the York senior high school. There is now school shop capacity to accommodate 40% of the senior high school boys of York on a Smith-Hughes basis.

A feature of the York cooperative-industrial program has been an annual follow-up of each graduate of the course. In 1940, the year before our entry into World War II, 71% of the graduates of the cooperative-industrial course were employed on jobs in line with their high school training.

Quite naturally in a community so thoroughly sold on the cooperative plan, the idea was extended to other areas of the school program. For twenty years, a few pupils of the York senior high school attended school half time and worked in offices half time. For these pupils there was no coordinated program of school work and office experience comparable to



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that offered in industrial education. These pupils were compelled to complete in half time the same school subjects pursued by their classmates who were in school full time. The wartime emergency greatly increased the demand for part time office workers, and out of this emergency came the cooperative-business education course for the students of the York senior high school. Their school and office work is now on a coordinated basis under the direction of the school.

As in the case of the cooperative-industrial course, the cooperative-business education course was formulated and launched with the assistance of an advisory committee representing the commercial interests of the community.

A third cooperative course offered by the York senior high school is in the field of distributive education. Here again an advisory committee of merchants has given staunch support in promoting the course and in adapting the program to the needs of our community.

Great mutual benefit was derived from the cooperative education programs by pupils and employers in the war years. During the school year 1944-45, 221 pupils in the industrial course were apprenticed to 38 employers and they earned $82,238.17. In the cooperative-business course, 120 pupils served 27 employers and earned $25,-009.51. In the distributive education course, 28 pupils served 22 employers and earned $10,762.18. In the three courses, 369 pupils served 87 employers and earned a total of $118,009.86. In the past two years, 663 pupils in these three cooperative courses have served 165 employers and earned $218,-731.85.

Many communities during the national emergency, hastily adopted cooperative programs with little or no previous experience. York's long experience in cooperative-industrial education led to the successful extension of the cooperative plan to the business education division. As emphasized before, interested and active advisory committees kept the programs in line with community needs. For example, the three cooperative programs each operate on different time bases. Pupils in the cooperative-industrial course spend two weeks in school and two weeks in industrial plants; pupils in the cooperative - business education course spend one week in school and one week in offices; pupils in

the distributive education course spend each morning at school and each afternoon in a store. Each of these set-ups was determined upon the recommendations of the advisory committees. Another important contribution of the advisory committees has been the determination of minimum wage rates.

* * *

The William Penn senior high school, of York, during the war years, enrolled approximately 2200 pupils of whom 1000 were boys and 1200 were girls. In the business education division, the cooperative programs are open only to seniors; in the industrial division, apprentices must be sixteen years of age. During the past two years about 55% of all seniors enrolled in the business education department were in cooperative programs, and 85% of the boys in the industrial education department above the age of sixteen were on a cooperative basis. Approximately 52% of the senior high school students are enrolled in the academic curricula (classical, scientific, general), 33% are enrolled in the business education curricula, and 15% are enrolled in the industrial education curricula. The industrial curricula, which are restricted to boys, attract 35% of that group. Of the 759 graduates in 1945, 225 were in business education curricula, 203 general curriculum, 180 scientific curriculum, 88 industrial education curricula, 63 classical curriculum.

In addition to the organized cooperative programs for work experience, the William Penn senior high school has an active student employment committee for those seeking work out of school hours and on Saturdays. A survey conducted in March, 1945, revealed that 63.4% of all the boys in the school were employed part time, and 46.4% of all girls were employed part time.

There is no question that the opportunities for employment kept hundreds of York high pupils in school during the war years. This was especially true of the girls whose numbers declined scarcely at all during the period when high school enrollments dropped rapidly throughout the country. Not only were pupils kept in school, but their class work took on new meaning and significance. Teachers universally reported a more serious and mature attitude toward school work on the part of students in the cooperative programs. One happy result of the cooperative plan is a tentative vocational choice which the pupil may evaluate through actual experience. Probably the most useful outcome is a wholesome attitude toward work and workers developed by first hand experiences.

Cooperative enrollments in York will fluctuate in the future as they have in the past, but so completely convinced are the cooperating employers of the validity of this plan of education that we are looking forward with confidence to the next thirty-five years.

EDUCATION, RECREATION AND CONSERVATION

REYNOLD E. CARLSON
National Recreation Association

OF RECENT years much has been written and said about the need for developing conservation-consciousness among the great masses of the American people. Every such discussion comes back to the need for conservation training in schools and the better preparation of instructors to teach conservation training in schools

Organizations and educational groups have been experimenting and carrying on programs for a long period of time; but yet they themselves indicate that although much progress has been made, they do not have any one and complete answer to the problem. The following are just a few observations in regard to conservation programs and their possible development.

First, I think it is agreed that conservation is an attitude of mind and a program of action rather than a mere body of facts to be presented. We know that many question whether attitudes can be taught directly. Generally they come through having significant experiences rather than through merely learning facts. They must, however, be *based* on good, honest scientific facts. In the Sixth Yearbook of the Department of Superintendence, the objectives of education are set forth under the formulas of "developing an understanding and appreciation" of various fields, one of which is "the world of nature." It will be noticed that in this formula understanding and appreciation go together. One of the troubles with much of our science and conservation teaching has been that we have been concerned only with understanding, and often even that has been poorly achieved. If conservation education is to be really effective, it must go beyond text-book teaching and offer practical experience with the out-of-doors and with the effects of good or poor conservation practices. Here are a few of the ways in which this goal may be achieved.

Teacher Training

A great number of teachers should have specific training in

conservation practices and in field natural history. This result can be attained in several ways. There should be included more definite work in the teacher-training institutions. Such training should provide at least some field experience in natural history in addition to specific materials in class room instruction. A teacher ought to know how to develop a class garden program and how to conduct an interesting field excursion as well as how to carry on class room projects and instruction.

In addition to teacher training, there is need for in-service teacher training in a camp situation. Some significant efforts have been made in this field—the Ohio Conservation Laboratory, the Audubon Nature Camp, the Yosemite School of Field Natural History, National Camp, and the Allegheny Nature Camp, to mention only a few. Such training schools should be extended to care for great numbers of teachers and youth leaders. University credit can be granted in many cases to make it possible for teachers to fulfill requirements of school boards for in-service training. Schools of this type should give factual instruction in conservation practice and should teach methods of developing sincere interest and appreciation of the various fields of natural history. They might well include experiences in the field of nature recreation, camp crafts, etc. Since, as has been frequently said, attitudes are caught rather than taught, teachers should have contact with personalities who can give them an enthusiasm and insight into the natural world that will carry over into their instruction. These field training schools should be pleasant, inspirational experiences as well as hard work. These qualities are not incompatable.

Programs Effective in Teaching Conservation to Children

There should be some actual experiences provided to children to acquaint them with principles of life. There are a multitude of ways of providing these experiences.

Classroom Projects. These may include displays, projects with nature materials, etc. Local museums in many cities have assisted school science programs by providing specific materials which are generally more vital than textbooks.

Children's Gardens. Children's gardens, particularly those for city children, can provide one of the most effective means of introducing youth to a first-hand contact with the principles of nature. Every child somewhere in his education should have the chance to work in the soil with living plants and at first hand to get some experience with the problems involved in agriculture. Some school systems have incorporated garden experience as an integral part of the school program, not as an effort to make farmers of city children but as a means of giving them some appreciation of the principles of plant growth. Such experience will help in developing a conservation point of view and will provide many children with a recreational interest that will persist a lifetime.

It is argued that schools do not have space for gardening nor money to carry the program through the summer months. In many communities these difficulties are met with the cooperation of other groups, generally park and recreation departments, which have made possible summer leadership and necessary property. The city of Cleveland has shown what can be done in a large metropolitan area. There the school department makes gardening an integral part of the school program and provides the leadership and funds to administer the program.

Field Experiences as a Part of the School Program. There are various ways in which field natural

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history experiences can be provided for school children:

School forests. During the past ten years there has been a great increase in the number of school and community forests. In many cases these have become the laboratories for conservation projects in the schools. They provide places for the study of forestry, ecology, bird life, wild life management, and other fields. They also make possible the teaching and practice of outdoor recreation skills, such as camping, outdoor cooking, fire building, hiking, and picnicking.

Park areas. Although many of the municipal parks do not have materials as desirable as wild areas, they too can be used in the outdoor experiences of city groups.

Trailside museums. The development in many of our parks of trailside museums with trained naturalists should in time make possible one of the most fruitful types of experience in outdoor conservation teaching for school groups. The displays of the museums, the nature trails adjoining them, and particularly the trained and interested naturalists in charge of such programs can have great effect in making school children conscious of conservation principles as well as in giving them a sincere appreciation of the world of nature.

Camping. Camping programs have provided one of the most effective means of instilling a knowledge of the natural world. The interest in camping as an educational medium has increased greatly of late. Recently the state of New York passed legislation making it possible for school districts to carry on organized camping as an integral part of the school curriculum. This fact does not mean that public camping will supercede private camping enterprises, but it does mean that there is a recognition of the possibilities of camping as an educational medium and a realization that a camping experience should be provided to every child as a part of his educational life.

Youth Organizations

For many years recreation and youth-serving agencies, both semi-private and public, have carried on outdoor programs of which the acquaintance with natural history was an integral part. In many cases, as in such organizations as the 4-H, which has given specific attention to conservation, these groups have done outstanding service. Their programs have the advantage over formal education of finding the child in a spirit of readiness. The child's activities are those which he himself chooses and in which he has a genuine interest. One of the difficulties in developing conservation-mindedness has been the lack of sufficient leaders themselves imbued with the conservation point of view.

Hobby groups with an interest in some particular phase of natural history, as birds, animals, plants, etc., are also important to conservation education. Sincere interest in and understanding of a field of natural history are generally followed by a realization of the needs for the wise use of natural resources.

Hunting and Fishing Groups

Hunting and fishing interests have a great stake in conservation, for they stand to profit directly in the pursuit of their activities through good conservation practice. During recent years their programs have developed a better understanding of some of the underlying principles of conservation. Many of them, however, need to guard against thinking of conservation entirely from the standpoint of their own special interests rather in broad terms. Some of the hunting and fishing clubs provide opportunities for the education of young people whose parents are members of such groups. These children have opportunities to learn skills of the out-of-doors as well as some of the principles of nature. State fish and game departments in many states are now developing educational programs with materials for use with school and hunting and fishing groups.

Adult Education

Many of the federal agencies have carried out outstanding adult education programs through the Department of Agriculture and the Department of the Interior. The Department of Agriculture has concerned itself more with the economic aspects of conservation in relation to soil, water, crops, forest, and wild life. The National Park Service, through its interpretive program, has introduced millions of people to some of the principles of natural history and the enjoyment of the out-of-doors. Many organizations such as the Izaac Walton League have carried on adult education programs for years. If the adult population is to be made aware of the problems of conservation, however, a greater variety of approaches than those hitherto used must be sought. Movies, radio, and newspapers could be used to a much greater extent in the future. Publications for the layman which provide reading that will hold the interest of the average adult should also be widely distributed. The hope for better conservation practices with adults, like that with children, lies to a large part in the field of public education.

JUNIOR HIGH PUPILS HAVE IDEAS

C. C. HARVEY
Public Schools
Nyssa, Oregon

Pupils of junior-high age have many interesting and constructive ideas. As the faculty adviser during the past few years to a group of junior-high pupils on the staff of *The Siren*, pupil newsmagazine of the Nyssa, Oregon, Junior High School, I have come to appreciate this fact. Often I have been amazed at the serious way in which students attack problems, and the insight and common sense with which they report and discuss school affairs and activities.

The column entitled "Information Please" gives a good sampling of the ideas of pupils who make up the paper staff and also of students from the school at large. Formerly called "The Inquiring Reporter," this is a column in which pupils give their answers to questions.

Following are the questions and answers published in the "Information Please" column in recent issues:

What can you as a student do to make your community a more desirable place in which to live?

Vivian Earnest. Do my part in all community work, obey the laws, help with crops, and keep healthy.

Jean Grottveit. I can do my share in bond and paper drives, make friends and help others.

Denny Barton. Keep it clean and do not destroy property, especially in celebrations. I can also use my influence to get the community improved.

Vera Fay Counsil. Obey safety rules at all times.

Leroy Marsh. I can work at home at a part-time job, help to prevent accidents by getting boys with bicycles to stay out of the way of trucks, and obey the laws.

Jim Rigney. Learn more about the problems of the community and try to help solve them.

Val Dee Child. I can save my money and buy war bonds instead of spending it foolishly. I can help to plan entertainment for others and discourage wrong acts.

What kind of teacher do you like best?

Jim Rigney. One who is fair and will give you an even break if you deserve it. She is also one who will make the students behave and act as they should.

Erna Bush. One that is friendly and good-natured, who lets students have fun once in a while, and doesn't make them work all the time.

Tommie Clowers. A teacher should have a sense of humor, be fair, courteous, and give more responsibility to students.

Donna Jean Cheldelin. I like a teacher that knows what he or she is talking about, who doesn't have to be bossy but can make the class obey. This teacher should conduct interesting class discussions, give students activities they like during class, and not make the time tiresome.

What are the things that make a good impression on someone you've never met before?

Mary Ann Bumgarner. If it is a new student, the best way is to tell him about the school and show him around. Make him at home.

It's knowledge plus technique that counts —

In arithmetic, in chemistry, in spelling—not only must the student acquire knowledge; he must acquire a TECHNIQUE which will enable him to tackle problems on his own, wherever he may meet them.

MAKING SURE OF ARITHMETIC
by Morton, Gray, Springstun, and Schaaf
A new arithmetic program for the elementary grades.

NEW WORLD OF CHEMISTRY —1946 revision
by Bernard Jaffe
Up-to-the-minute information on the latest developments in chemistry.

USING WORDS, ADVANCED COURSE
by Lillian E. Billington and Ellen W. Walpole
A new high school speller.

Silver Burdett Company
New York Chicago San Francisco

Jerry Garrell. Talk to them in a nice and friendly way. Don't show off and act as if you're better than the person you are meeting for the first time.

Bonnie Ward. Be natural and show good manners. Don't be too inquisitive or talk too much about yourself.

Kenneth Ransom. Imagine yourself in their place, and try to make the one you're meeting feel at home. The first impression may be the last one.

Laura Schenk. Always be friendly and courteous. If their name happens to be an odd one, don't seem to be amused. One main point is—don't be silly!

What is best about my school?

Norma Williams. I think it is the spirit of friendliness. Here we have a chance to get an education and to have a lot of fun.

Harlan Gunnason. We learn how to work with other children. The teachers are pretty good. The school doesn't teach dictatorship.

What is your idea of the meaning of "good school citizenship?"

Eileen Gritts. Good *school* citizenship is the same as good citizenship anywhere — it means doing your part in the right way.

Melvin Marcum. You should make the school like your home while you are there. Obey the rules and laws of the school in a cheerful manner.

Helen Telford. I think that a good school citizen tries to be democratic and to obey the rules laid down by the student council, helps newcomers to the school to get started, and is willing to cooperate even though he does not get his way all the time.

Richard Pounds. Show good sportsmanship in all work around school and do as you should and you will be a good school citizen.

Mary Stoaks. Good school citizens obey the schools' laws not because they have to but because they want to to make the school a better place in which to live.

Delvin Holcomb. It means getting all you can from studies, taking part in activities, and learning to do things that will be useful at some time in the future.

The above were selected not because they are particularly outstanding, but because the ideas expressed by the junior-high boys and girls might be of interest to adults. It seems to me that the boys and girls of junior-high school age are more mature in their thinking and attitude than were the boys and girls of the same age a few years ago. Perhaps the war has caused them to grow up more rapidly.

Recently I examined the papers which our school receives from other junior-high schools on exchange. The quality of almost all these papers is very much superior to junior-high publications which I examined before the war. The seriousness of purpose which characterize the papers is very superior to what might be expected from students of junior-high age.

School publications, whether in junior high or in other divisions of the school, offer an excellent opportunity for creative activities and learning. They give students an opportunity for self-expression and a chance to make their influence felt. It seems to me that the student publications are serving an important function in junior-high schools.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

What has become of the "old-fashioned" contests in school—the spelling contests, ciphering contests and geography contests? Have they been dropped by so many school systems just because they are old-fashioned — or is it because of the tendency to minimize the value of facts in recent years — or because the contest places too much strain on the child?

None of these reasons is legitimate — and none of them is consistent with modern educational procedure. Children, when left upon their own, engage in racing, wrestling, climbing and chasing each other; all of which are good; all of which rouse them from their lethargy, alert their mental processes and send the blood bounding through their bodies. Children all of us — need excitement to ward off monotony and to add enthusiasm to living.

Then, too, there isn't much logic in contending that school experiences should not be too exciting and strenuous while we at the same time stress basketball contests from the third grade up, football from the sixth and volley ball, softball, and baseball. I am not contending against any of these — they are good: they help develop mental and physical alertness, they help develop and coordinate the muscles, they create room spirit, school spirit and a consciousness of the value of cooperation.

Now, if athletic contests are effective in developing physical skill, why aren't academic contests just as beneficial in the subject matter area? They are — and it's too bad we don't make greater use of them.

Last year I saw an unusual assembly. One of the numbers was an oral arithmetic contest. The teacher had two teams of four members each on the stage representing the seventh grade. He gave them problems of the following types in much the same way that words are given in spelling con-

20 Skills Units In One Book:

This teaching aid offers schools an efficient and economical means of giving pupils basic training in the 20 social-studies skills that they will need throughout their school careers. Written in a clear, simple style, and humorously illustrated, SOCIAL-STUDIES SKILLS stimulates pupils to improve their social-studies work. And, as the list of units shows, many of the skills are applicable in other subjects.

Many leaders in the social-studies field have stated that social-studies pupils in the final years of high-school generally are inadequately equipped in the basic skills needed for successful classroom work. But in schools throughout the country today, SOCIAL-STUDIES SKILLS is being used effectively on an early level to improve pupils' present and future social-studies work. Order a copy on approval today!

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7. How to Use an Atlas
8. How to Do Committee Work
9. How to Take Part in a Social-Studies Discussion
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11. How to Use an Index
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XUM

tests: 85 + 97 = ; 125 × 7 = : 5768 × 9 = ; 2½ × 2½ = ; 2½ + 6 2/8 =. And believe it or not this was the feature number on the program — and the hit.

At the end of each semester we, at the Oliver School, have a speech contest in which the seventh, eighth and ninth grades participate. The English teachers choose the champion speakers of their respective classes, then the following week these class champions give their speeches before the assembly. Every student seems to enjoy these programs immensely — and the contestants seek advice and help from the librarian, faculty, principal and anyone that they think can help.

▼

There is no end to the contests that can be used to vitalize the academic work. It will pay big dividends to capitalize thoughtfully on several of them.

VOCATIONAL GUIDANCE IN THE ENGLISH CLASS

REGINA MADDEN

THE earlier the student decides on the kind of work he wants to engage in after leaving school, the greater will be the advantage at which he will find himself in later life. Besides the value of having a head start in preparing for his life work, he will derive also the benefit of better results in school that will come from having a definite goal toward which to slant his school work.

This has been recognized in many school systems by the appointment of a vocational guidance counsellor. The guidance given by such a counsellor, nevertheless, is rarely adequate to satisfy the need of all students. It must be supplemented by the co-operation of the class-room teacher.

The alert teacher will find opportunities for such co-operation, particularly in the English class. To be sure, the complaint is frequently heard that so many special assignments are slipped into the English class that there is no time left in which to teach fundamental English. The work in vocational guidance, notwithstanding, can be done without disturbing the regular routine of the class to any appreciable degree.

For example, in assigning books for outside reading, the teacher could include in the list a book on careers for graduates. The report on this book might be in the form of an oral composition in which the student would discuss the career that interested him most among those of which he read in the assigned book. Certain topics would be given to him to cover in his talk, such as the educational requirements of the position, the personality requirements, the minimum and maximum salary offered for the work, the opportunities for advancement, the advantages and disadvantages of the position. At the end of the student's talk, his fellow students would be allowed to ask him questions. By making this book report oral, the teacher would give an opportunity to the class to learn about more careers than they would otherwise.

Some time later the student might be given the assignment of writing a letter, telling the vocation he had chosen and the reasons why he thought he was adapted to that kind of work. He might also be asked to tell what he was doing to prepare himself for his vocational goal. During the period given over to the writing of business letters, he would be asked to write a letter applying for a position in his chosen field. A preliminary to this task would be an investigation to ascertain where there were likely to be openings. In making this investigation, the student would become acquainted with professional and business directories.

As a library assignment, he would be required to make a list of recent books and magazine articles on some phase of his elected work. As part of the same assignment, he would look up biographical data on the authors of the articles to see to what extent they were qualified to write the articles. He would then read one of the articles and outline it.

When the class started work in vocabulary building, each student would be asked to make a list of words peculiar to the kind of work in which he wanted to engage. After each of these words he would write its definition.

While studying exposition, he could be asked to write an explanation of some process he already knew that was part of the work he would be expected to do. In another composition he would explain in what ways would what he was learning in his other classes be of help to him later in his life work.

It might also be suggested that the student interview someone already established in the kind of position that he wanted to obtain. This interview would later be made the subject of a report.

These are but a few of the ways in which vocational guidance can be co-ordinated with the regular routine of the English class. Many similar ways will suggest themselves to the teacher. Such work, it has been proved, has vocational guidance value in that it helps to keep the student's mind focused on a possible career and prepares him to make a wiser choice of vocation than he would be likely to do otherwise.

The News Digest
OF EDUCATION IN ACTION

Spaulding to Head N. Y. State Education

ALBANY, N. Y.,—Col. Francis T. Spaulding, present head of U. S. Armed Forces Institute, has announced his acceptance of a new position as New York State Commissioner of Education and his resignation as Dean of the Harvard Graduate School of Education.

He is expected to assume office July 1, when the incumbent, George D. Stoddard, will leave to become head of the University of Illinois.

Galen Jones Joins U.S. Education Office

WASHINGTON, D. C.,—Watson B. Miller, Federal Security Administrator, has announced the appointment to the staff of the U. S. Office of Education of Galen Jones, principal of the East Orange High School, East Orange, New Jersey.

In approving the appointment recommended by John W. Studebaker, U. S. Commissioner of Education, Administrator Miller stated that Dr. Jones would serve as Director of the Division of Secondary Education.

Princeton Plans For 200th Year

PRINCETON, N. J.,—Princeton University will observe its bicentennial with an elaborate program starting next September and continuing throughout the academic year to a climax in June, 1947, it was disclosed by Dr. Harold W. Dodds, president of the university.

A series of conferences on various fields of learning, each of which will be attended by about one hundred scholars of world distinction in their fields, will be held during the academic year. Dr. Dodds said he hoped that out of them would come a reappraisal and revaluation of the liberal arts, "not as something for the rich and the well-born to enjoy, but as subject matter of vital importance to the world."

There will be many other events on the program, including class reunions, athletic events, services in honor of alumni who died in the war, the dedication of the new Dillon gymnasium, and an academic convocation in which delegates from colleges, universities and learned societies throughout the world will take part.

N.Y. City Teachers Give Services in Training GIs

NEW YORK,—School teachers here have done a war job that didn't end on V-J Day. For three years, they have actively defied the limits of a normal school day, held classes at Army and Navy bases, and taught all kinds of subjects by day or night, in mess hall, on recreation platform, at bedside—in fact, wherever there was a book and a G. I.

"Any subject — any time — any place" is the guiding rule of the Teachers Voluntary Service Organization.

Any one of the 3,000 enlisted in this work has been willing to upset the usual concept of the inflexible school ma'am or school master and run after an Army truck to give art supplies to some G. I., or sit under a Christmas tree with a Spanish book and a sailor, or help a veteran in the hospital to get regents' credit toward a long-awaited high-school diploma.

"They often leave their regular school classes tired, but come out refreshed after an hour or three of coaching our servicemen," said Mrs. Martha R. Finkler, Executive Director of the organization. It was she who started the movement with a handful of willing teachers one very warm July day in 1942. When they banded together for the first time, in a Brooklyn high school, they had only the vaguest notion of what school teachers could do for the armed forces.

"We only knew that we were a very large body of persons who had been trained to work with young people and we knew that we had something to give professionally to the war effort," Mrs. Finkler explained.

From opening day to V-J Day, the teachers taught 42,000 servicemen. They entertained a total of 450,000 visitors from every state in the Union, from Alaska and the Philippines, from Russia, Britain, France, China and the rest of the Allied nations. They contributed 215,000 hours of instruction.

Spanish, mathematics, and stenography were the subjects most often asked for, but instruction was given in many other fields, including arts and crafts, typewriting, radio theory and code, music, chemistry, navigation, bookkeeping, French, English, Russian, German, Italian, Portuguese, Japaneses, dancing, drawing, spelling, reading, story writing, history, economic geography, mechanical drawing, blueprint reading, drafting, silk-screen work, meteorology, engineering, photography, psychology and accounting.

T. V. S. O., as the Teachers Voluntary Service Organization is familiarly known to countless G. I.'s, has received a formal expression of appreciation from the New York Board of Education and a certificate of commendation from the United States Army for its "outstanding service to the Second Service Command."

Women of Japan Admitted to Schools

TOKYO, — For the first time in Japan's history women will be given the same educational opportunities as men under an Education Ministry decision revising higher school regulations to permit entry of girls.

Obscure Philologist Compiles Tatar Dictionary

PEIPING,—An obscure self-taught and almost penniless Tatar philologist is in the process of completing here what American experts consider one of the most remarkable achievements of individual scholarship of this generation. The language scientist's name is Abdulfus Musah.

Working all alone while earning a precarious living as a teacher, fur dealer and trader, Mr. Musah within the last twelve years has compiled a Tatar-Chinese dictionary of 50,000 words, a Chinese-Tartar dictionary of 10,000 characters and 40,000 phrases and a book of 10,000 classified phrases in Tartar-Chinese and English.

In addition, he has begun work on a grammar of the Tatar language in English and an English-Tartar dictionary, and he has made an extensive collection of Tartar songs and poems. His works are all pioneer accomplishments, and for the first time the Tatar language, which is one of the most ancient and highly developed idioms in the world and is spoken by 30,000,000 persons in Central Asia, is being made readily accessible through the mediums of English and Chinese. At the same time means are being provided whereby the Tatars can easily learn English and Chinese and bring themselves more closely into contact with other peoples.

Mr. Musah has just been discovered by two Americans, professor Gerald Winfield of Cheloo University in Tsian, and Dr. Horace F. Jayne, noted archaeologist and art expert.

Now 40 years old, Mr. Musah became obsessed with the idea of making his native tongue more easily available to the rest of the world when he was teaching Tatar to Chinese students in a language institute in Nanking twelve years ago. He has since made himself proficient in Chinese, taught himself good English and German and workable French Arabic and Persian.

Professor Winfield and Jayne are now seeking to obtain for him a scholarship that will take him to Harvard for two years. In America it is planned that Mr. Musah will get his volumes completed and published and will delve deeper into the comparative study of languages, particularly similarities between Tatar and American Indian dialects.

Am. Education Fellowship Schedules Conferences

NEW YORK,—Three Regional Conferences of the American Education Fellowship, formerly the Progressive Education Association, are already scheduled for this current school year. They are:

February 22-23, 1946: CHICAGO REGIONAL CONFERENCE — Hotel Sherman, Chicago, Illinois. For further information write to: Lester Ball, Superintendent of Schools, District 108, Highland Park, Ill.

March 2, 1946: PHILADELPHIA REGIONAL CONFERENCE — Philadelphia High School for Girls, Philadelphia, Pa. For further information write to: M. David Hoffman, Simon Gratz High School, 17th and Luzerne Streets, Philadelphia, Pennsylvania.

March 22-23, 1946: NEW YORK REGIONAL CONFERENCE — Hotel New Yorker, New York City. For further information write to: Vinal H. Tibbets, American Fellowship, 289 Fourth Ave., New York City 10.

These three conferences will be devoted to a consideration by educators and parents of the most pressing problems facing education in the postwar world.

Issues Manual for Kindergarteners' Parents

CARTERET, NEW JERSEY,—Carteret's public school system has recently published a fourteen-page booklet, "Helping Your Child To Get a Good Start in School," which is sent to parents of all kindergarten pupils. It was written by Supervising Principal George S. Goodell, and Miss Katherine Donovan, Principal of Washington School, with Miss Anne Richards, Principal of Cleveland School, contributing.

The booklet explains to the parents just what the kindergarten will do for their youngsters. The child's development, his increasing sense of responsibility, and his new experiences are described. Also, the duties of the parent in making the child's start in school life a success are put squarely up to him.

Martha B. Lucas Sweet Briar Head

SWEET BRIAR, VA,.—President Meta Glass, for 20 years head of Sweet Briar College, has announced her resignation and the appointment of Dr. Martha B. Lucas, now associate dean at Radcliffe College, as her successor, effective July 1, 1946.

Dr. Lucas, a graduate of Goucher, holds her master's degree from the George Washington University and her Ph.D. from the University of London. She was appointed associate professor of philosophy and religion at the University of Richmond and dean of students at Westhampton College in 1941 and three years later she went to Radcliffe.

Brotherhood Week Materials Available

NEW YORK,—The National Conference of Christians & Jews announces the 13th annual observance of national Brotherhood Week to occur February 17-24, 1946. The theme is: "In Peace as in War—Teamwork." Program aids for use in schools and colleges may be secured by writing to the National Conference of Christians and Jews, 381 Fourth Avenue, New York. Materials are adapted to age levels in the schools. Plays, comics, posters, book lists and other types of literature are included.

Western Reserve Offers Refresher Course for Doctors

CLEVELAND, OHIO,—The School of Medicine at Western Reserve University, the Academy of Medicine and 18 hospitals comprising the Cleveland Hospital Council will cooperate in providing special training for three different groups of doctors in need of refresher courses.

Details of the integrated program were announced recently by Dr. Robert F. Parker.

"The program is designed to be flexible enough to meet the needs of the graduate physician whose hospital training was interrupted, the doctor who requires a refresher course in civilian medical practices, and the civilian doctor who wants an intensive brush-up on new technique," Dr. Parker said.

Industrial Firm Links with University

CHICAGO,—The University of Chicago and the International Harvester Company have announced a co-operative agreement providing for an expanded educational program for the firm's employees.

The plan, which the University said will provide it with its first opportunity to study adult education methods on a large scale outside its classroom, calls for grants totaling $125,000 to finance the first five years' participation in the joint venture.

G.I. Speech Device Used in Drama Classes

LOS ANGELES, CAL.,—Los Angeles City College students, under tutelage of H. M. Turney, drama coach, are profiting by experiences of the Navy and Army Air Forces in the field of voice training.

Turney, now in his 18th year as chairman of the Department of Drama, is noted for his willingness to utilize new and unusual techniques and equipment.

The latest piece of equipment to grace the City College drama department is a magnetic tape recorder. It as used with notable success by the armed forces in improving enunciation, pronunciation and speech accentuation in the vital field of radio communication.

Turney has put the equipment to similar use in his drama classes and has even utilized it in perfecting dialects.

New Job Guide For Navy Veterans

WASHINGTON, D. C.—A graphic guide designed to point up for discharged Navy and Coast Guard veterans the relationship between civilian employment and skills they acquired in the service was published recently by the B'nai B'rith Vocational Service Bureau. The guide is entitled, "What You Can Do with Your Navy Training As a Civilian."

Second in a series of post-war research and publication projects by B'nai B'rith's Vocational Service Bureau, the chart is a companion piece to an earlier chart, "What You Can Do with Your Army Training As a Civilian."

Prepared by the Bureau in cooperation with the Division of Training and Occupational Analysis of the United States Department of Labor and the Navy Department, the chart lists 54 of the most important Navy and Coast Guard ratings. Next to each rating are indicated the representative related civilian jobs which the Navy and Coast Guard veteran may be able to enter with little or no additional training, with more training, or with extensive training.

Virginia Adds Millions To Educational Spending

RICHMOND, VA.,—What is probably the largest single order for classroom teaching films ever to be purchased by a non-military organization in the United States has been placed with Encyclopedia Britannica Films, by the State of Virginia for distribution among the public schools of the state.

A total of more than 2,800 classroom films made up of both sound and silent subjects will be shipped to the state board of education. With these and a supplementary number of additional subjects purchased from other classroom film producers, Virginia schools will become among the best equipped in the country in the field of motion pictures visual education.

Deficiencies revealed by a recent survey led to the recommendation to the Virginia state legislature of a six-year program of increasing financial support to the educational institutions of the state. This year, the legislature also appropriated $4,000,000 to increase teachers' salaries during the ensuing twelve-month period.

Governor Colgate Darden, one of the principle supporters of the new visual instruction program, has also announced that the state will attempt to make electric current available to each of the Virginia's 2,000 school buildings which do not already have it.

University of Massachusetts Is Visualized

BOSTON,—Advocating creation of a state university to afford educational opportunities to students of moderate means, president Hugh P. Baker of the State college at Amherst, told a legislative recess commission on educational matters that his college provides a basis for establishment of such a university.

He visualized a state university authorized to grant degrees in medicine, veterinary practices, education, law and engineering, admitting that the cost for establishing a school of medicine would be heavy.

Declaring a graduate school in education is essential in Massachusetts, Dr. Marcella R. Kelly, Holyoke educator, approved the plan as did Raymond E. Fitzgerald of Cambridge, counsel for the State department of education.

Religious Classes Upheld in Chicago

CHICAGO, — The Superior Court recently upheld constitutionality of the Chicago Board of Education's practice in releasing certain pupils from school to attend religious education classes.

"This order of the School Board's providing the hour for outside religious training is in direct conformity rather than in opposition to the Constitution's Bill of Rights," ruled Superior Court Judge Ulysses S. Schwartz. "It does not aid in establishing a church nor does it exclude the free exercise of all religion."

Ira Latimer, Director of the Civil Liberties Committee of Chicago, who filed the suit for a writ of mandamus to prohibit the classes, said he would appeal.

One Little Indian Teaches Ten in Mexico

MEXICO CITY,—To further Mexico's intensive campaign against illiteracy, 50 teachers who speak native languages are in Mexico City to study methods of imparting knowledge to the uneducated in their towns. They come from villages where Indian is the spoken language.

When the teachers have completed their studies in Mexico City, they are to return to their native villages, each one to train 10 other native teachers, so that the instruction in Indian may progress rapidly.

These latter teachers must be graduates of an urban or rural normal school, and must be natives of their respective region. They will be engaged by the Ministry of Education, and must give all their time for three months to courses in linguistics, anthropology, and methodology.

Refresher Courses For G.I.'s in England

LONDON,—United States soldiers from England and the Continent awaiting deployment home are receiving practical lessons in their trades or professions through a highly popular program designed to provide refresher training courses and on-the-job experience.

In cooperation with the British Government, the American Army's educational division has developed a project to enable soldiers to train within civilian agencies in positions with their British "opposite numbers" and see at first hand how the particular job is done here.

For example, a watchmaker may be placed beside an expert British watchmaker, or a lawyer may be assigned to spend a month in a London barrister's office.

Courses varying from three weeks' to three months' duration and ranging from diamond cutting to deep-sea fishing and from accountancy to police work are being run in 275 centers in Britain. Officers, enlisted men, Wacs and nurses are participating in the project.

M.I.T. Radar School Trained 8,700

CAMBRIDGE, MASS.,—Recognition of the wartime training of nearly 8,700 Army and Navy officers in the use of radar was accorded to the Radar School of M.I.T. at a recent dinner.

The Radar School was established at the Institute in Pune, 1941 and soon became the outstanding center for military radar training and the largest unit of its kind in the country.

The course offered at the Radar School provided instruction in radar, radio, loran (long-range direction finding), sonar (sound direction finding), and measures designed to combat enemy radar activities.

A. A. S. A. MEETINGS

The following regional conferences of the American Association of School Administrators have been announced by Executive Secretary S. D. Shankland: Kansas City, February 20-22, 1946; Atlanta, February 25-27, 1946; New York, March 4-7, 1946; Chicago, March 12-14, 1946.

Grins Between Grinds

NOT TOO EASY

The teacher had lectured on the various facts of communism, fascism and nazism. "Johnny, what would you do with all these isms?"

"I'd make them all wasms."

F. B. I. YARN

An excited gentleman scurried into the New York office of the FBI, waving a little black notebook. "I found it in the subway," he panted. "It's in code!"

An agent examined it, read "K1, P2, Co8," and so on. He gave it a routine code check, but couldn't break it; so off it went to the experts in Washington.

The breakdown was finally supplied by a young lady employed in the decoding department: "Knit one, purl two, cast on eight," etc., etc.

PREPAREDNESS

The convivial husband had a friend to stay with him for the week end. When the guest was being shown up to his room he noticed faint crosses on several of the steps. He asked the reason.

"Ah," whispered the host, "these come into operation after midnight. X means that the step creaks."

F. O. B. DETROIT

Jimmy was the son of a famous automobile manufacturer. A visitor to the home once asked, "And how are you getting along in your spelling, Jimmy?"

"Oh fine," the lad enthused, "We've just begun to assemble words of six cylinders."

OFF ON THE WRONG FOOT

"How did Brown's wedding go off?"

"Fine, until the parson asked the bride if she'd obey her husband."

"What happened then?"

"She replied, 'Do you think I'm silly?' and the groom, who was in a sort of daze, replied: 'I do.' "

FATIGUE NOTE

A colored woman had frowned on her husband for many days. Then, like a burst of sunshine from a cloudy sky, she smiled.

"Does that mean, honey," he asked, "that you forgives me?"

"Go on away, you rascal, I was just restin' ma face."

PROVING IT

Football Coach: "Remember, football develops individuality, initiative, and leadership. Now get in there, and don't anybody dare do anything I don't tell you."

GRATITUDE

The department store manager's phone rang after midnight. "This is Mrs. James Smith. I just want to tell you that the hat I bought at your store is lovely and I like it better than any hat I have," said the voice. "That's fine," said the manager sleepily, "but why call me after midnight?" "Because your truck just delivered it," she said sweetly.

POWERFUL INSECTS

City-Bred Helper: "You know, I wonder if you realize how amazing some of these insects are that you see on your farm every day? For instance, a grasshopper can jump 200 times its own length!"

Farm Boy: "That's nothin'. Yesterday I saw a wasp raise a 1300-pound bull 4 feet off the ground!"

RECKLESS-LIKE

A young government girl worker was speaking to her escort in a Washington restaurant of the many bearded American sailors. "It's the most amazing thing I ever saw," she said. "We were in this place the other night and three of them—no older than I am—came in, all of them with full beards."

"Probably back from overseas service," said her escort. "Were they wearing ribbons?"

"Oh, no," she replied. "They just let them flow loose."

THE SCOTCH CHESTNUT

Friends of the deceased were holding a farewell party around the casket, when one of them suggested he might be needing money when he got to Heaven, so why didn't they drop an offering into the box? This seemed a good idea, and everyone gave five dollars except Sandy.

"It's time you came across, old boy," they told him.

"All right," he said, "I'll do it."

With that he tossed in his check for $15 and took back ten as change.

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